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No. 8

KENT STATE NORMAL SCHOOL QUARTERLY

SECOND ANNUAL CATALOG

1913-14

ANNOUNCEMENTS

1915

THE STATE NORMAL SCHOOL

OF

NORTHEASTERN OHIO

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Entered as second-class matter at the post office at Kent, Ohio, September 25, 1912, under the Act of August 24, 1912.

'By a deeper apprehension, and not primarily by a painful acquisition of many manual skills, the artist attains the power of awakening other souls to a given activity."—*Emerson*

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STATE NORMAL SCHOOL
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FOREWORD

Use of the Catalog. The catalog should be carefully studied by the student who intends to enter the Normal School. Most of the questions that the student needs to ask before entering are

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May Day - Kent State Normal - May 16, 1909
Cleveland, Ohio

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FOREWORD

Use of the Catalog. The catalog should be carefully studied by the student who intends to enter the Normal School. Most of the questions that the student needs to ask before entering are answered in this bulletin.

Rooming and Boarding Places. At least three-fourths of the students must find rooms outside of the dormitory. All students may, if they choose to do so, board at the dormitory dining rooms. Information concerning rooms and boarding places may be had by writing directly to the Normal School office. But it would be better for the student to come to Kent a day or two before school opens in order to select a suitable room. One arriving between the hours of 7 A. M. and 5 P. M. should go directly to the Normal S[illegible] office; at other hours, to the dormitory for directions. A [illegible] committee of students will meet all trains to welcome and dire[illegible] new students.

Registration. New students should write in advance for blanks for their high school credentials. This statement of the student's high school work must be filed with the registrar during the first week of the term. This statement should be filled out and signed by the superintendent or principal of the high school where the work was done.

Enrollment. All students, both old and new, are required to register. When registering give your name as you want it on your diploma when you graduate. You must register and have your program approved before entering classes. Your program must be signed by each of your instructors. Return your program to the office immediately after you have secured the signatures of your instructors.

You will not be permitted to carry work totaling more than four credits for the term without written permission from the faculty. You will not be permitted in any case to carry more than five studies. Application for the extra study must be made in writing upon blanks furnished from the office.

Notice. Do not expect credit for your work unless you are regular and punctual in attendance at all classes. All absence and tardiness must be accounted for. No record of your work will be made if you withdraw before the end of the term without permission. Leave your Kent address at the post office. If you change your Kent address after registering you are required to notify the Normal School office.

ASSEMBLY SUMMER SCHOOL 1914—1400 PRESENT—IN TEMPORARY AUDITORIUM.

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CALENDAR FOR 1914-1915

CENTRAL TIME

FALL TERM

First Faculty Meeting, 3 P. M., Wednesday, September 23, 1914
Registration, 9 A. M. to 4 P. M., Thursday, September 24, 1914
Class Work begins 8.00 A. M., Friday, September 25, 1914
Thanksgiving recess, begins 12 M., Wednesday, November 25, 1914
School convenes 8 A. M., Monday, November 30, 1914
Term ends 4 P. M., Wednesday, December 16, 1914

WINTER TERM

Class work begins 8:00 A. M., Thursday, December 17, 1914
Christmas recess begins 12 M., Wednesday, December 23, 1914
School convenes 1 P. M., Monday, January 4, 1915
Term ends 12 M., Friday, March 19, 1915

SPRING TERM

Class work begins 1 P. M., Monday, March 29, 1915
Term ends 12 M., Friday, June 18, 1915

TWELVE WEEKS SUMMER TERM

Registration, 9 A. M. to 4 P. M., Monday, May 10, 1915
Class work begins 8:00 A. M., Tuesday, May 11, 1915
Term ends 12 M., Friday, July 30, 1915

SIX WEEKS SUMMER TERM

Registration, 9 A. M. to 4 P. M., Monday, June 21, 1915
Class work begins 8:00 A. M., Tuesday, June 22, 1915
Term ends 12 M., Friday, July 30, 1915

BOARD OF TRUSTEES

APPOINTED BY THE GOVERNOR

Edwin F. Moulton ..... Warren
John A. McDowell ..... Ashland
Frank A. Merrill ..... Kent
Peter W. Doyle ..... Hudson
Herbert B. Briggs ..... Cleveland

OFFICERS OF THE BOARD

Edwin F. Moulton ..... President
Herbert B. Briggs ..... Vice President
John A. McDowell ..... Secretary
Frank A. Merrill ..... Treasurer

FACULTY

JOHN EDWARD McGILVREY

President

Diploma, Indiana State Normal School, 1890. A. B., University of Indiana, 1895. Teacher in rural schools, three years. Assistant, Indiana State Normal School, 1890-1891. Principal, Paris, Ill., High School, 1891-1894. Principal, Freeport, Ill., High School, 1895-1896. Assistant Professor of Pedagogy and High School Visitor, University of Illinois, 1896-1899. Principal, Cleveland Normal School, 1899-1908. Superintendent, Cleveland City Farm School for Boys, 1908-1910. Head of Department of Education, Western Illinois State Normal School, 1910-1911. Acting President, Western Illinois State Normal School, 1911-1912. President, Kent State Normal School, 1912-

HELEN M. ATKINSON

Assistant to the President

A. B., University of Illinois, 1906. Student, University of Wisconsin, summer 1909. Principal, Momence, Ill., High School, 1906-1907. Teacher of Latin, Macomb, Ill., High School, 1907-1909. Critic Teacher, Western Illinois State Normal School, 1909-1910. Assistant to the President, Western Illinois State Normal School, 1910-1912. Assistant to the President, Kent State Normal School, 1912-

JOHN THOMAS JOHNSON

Dean of the Faculty

Director of Science and Agriculture

Diploma, Illinois State Normal University, 1902. Student, Knox College, 1897-1898. A. B., University of Illinois, 1906. Principal, Palestine, Ill., High School, 1895-1897. Head of Department of Biology, Galesburg, Ill. High School, 1897-1902. Instructor in Natural Sciences, University of Illinois Academy, 1902-1906. Head of Department of Biology and Agriculture, Western Illinois State Normal school, 1906-1912. Director of the Agricultural Experiment Field at the Western Illinois State Normal School, 1906-1912. Member, Illinois Academy of Science. Director of Agriculture, Kent State Normal School, 1912-

GEORGE EDWARD MARKER

Department of Education

Diploma, Illinois State Normal University, 1895. A. B., University of Illinois, 1903. A. M., Columbia University, 1904. Master's Diploma, Teachers College,

Note.—The names of the faculty are arranged in order of seniority.

Columbia University, 1904. University of Chicago, graduate study, 1910-1911. Teacher in rural schools, two years. Principal, town schools, two years. Superintendent and Principal, seven years. Principal, Normal Training School, Schenectady, N. Y., 1904-1905. Professor of Psychology and Education, and Director of Training, State Normal School, Cheney, Wash., 1905-1910. Teacher in summer school, Oberlin College, 1904. Teacher in summer school, Illinois State Normal University, 1911. Dean of the School of Education, Dakota Wesleyan University, 1911-1912. Head of the Department of Education, Kent State Normal School, 1912-

MAY H. PRENTICE

Director of Training

Diploma, Western Illinois State Normal School. Teacher in country schools Ohio. Teacher in graded schools, Elyria, Ashtabula and Cleveland, Ohio. Assistant principal, Cleveland, Ohio. Critic Teacher, Cleveland Normal School, 1896-1899. Instructor in History of Education and Principles of Teaching, Cleveland Normal School, 1899-1908. Supervisor of Primary Training, Western Illinois State Normal School, 1911-1912. Director of Training, Kent State Normal School, 1912-

LEWIS SYLVESTER HOPKINS

Department of Biology

B. A., Antioch College, 1899. M. A., Antioch College, 1900, in Psychology and the Science and History of Education. Graduate student, University of Chicago, summers of 1899 and 1900. Teacher in rural schools, five years. Teacher in village schools, one year. Teacher of Science, Troy, Ohio, High School, 1899-1902. Principal, Troy, Ohio, High School, 1903-1904. Principal, Massillon, Ohio, High School, 1905-1906. Head of Department of Science, Evening High School, Pittsburgh, Pa., 1906-1912. Teacher of Science, Central High School, Pittsburgh, Pa., 1906-1910. Head of Department of Biology, Peabody High School, Pittsburgh, Pa., 1910-1913. Teacher of Biology, Summer School of the University of Wooster, Ohio, 1903-1912. Member of the American Association for the Advancement of Science, the Botanical Society of Western Pennsylvania, the Torrey Botanical Club, the Ohio Academy of Science, member and Secretary of the American Fern Association. Head of Department of Biology, Kent State Normal School, 1913-

FRANCES M. DICKEY

Department of Public School Music

B. Di., Iowa State Teachers College, 1901; Summer Schools, Public School Music, Chicago, 1901, 1904, 1907. Teachers College, Columbia University, 1909-1910, 1911-1913; M. S., 1912; M. A., 1913. Supervisor of Public School Music, Pomeroy, Iowa, 1901-1902; Bedford, Iowa, 1902-1904; Cedar Falls, Iowa, 1904-1907. Assistant Professor of Music, Iowa State Teachers

College, 1907-1911. Head of Music Department in Summer Session, Rock Hill, S. C., 1912. Head of Department of Public School Music, Kent State Normal School, 1913-

NINA S. HUMPHREY

DEPARTMENT OF PUBLIC SCHOOL ART

Oberlin College, one year, Cleveland School of Art, two years, academic and normal courses. Chicago Academy of Fine Arts, one year. University of Chicago, School of Education. Teacher in Central District, Richfield, Ohio, one year. Teacher in East Hill District, Richfield, Ohio, two years. Teacher in sixth Grade, Cuyahoga Falls, Ohio, three years. Supervisor of Drawing, Oak Park, Ill., 1911-1913. Head of Department of Public School Art, Kent State Normal School, 1913-

MARGARET DUNBAR

DEPARTMENT OF LIBRARY SCIENCE

B. L., Monmouth College. Two-year course in Library Science, University of Illinois. B. L. S., University of Illinois, 1902. Head Librarian, Western Illinois State Normal School, and Instructor in Library Economy, 1902-1913. Head of Department of Library Science, Kent State Normal School 1913-

ELSIE MABEE

TRAINING SUPERVISOR

Diploma, Eastern Illinois State Normal School, four-year course. A. B , The State Teachers College of Colorado. Pd. M., The State Teachers College of Colorado. Ph. B., University of Chicago, 1913. Teacher in grades 3 and 4, 1906-1909. Assistant Training Teacher, first four grades, Colorado Teachers College, 1911-1912. Training Supervisor, Grades 3 and 4, Kent State Normal School, 1913-

GLADYS FISHLEIGH

TRAINING SUPERVISOR

Diploma, Western Illinois State Normal School, 1909. Student, University of Illinois, 1912-1913. Assistant Critic Teacher, first four grades, Western, Illinois State Normal School, 1909-1910. Special Teacher in model school, Grades 2 and 3, for observation classes, Western Illinois State Normal School, 1910-1911. Critic Teacher, primary grade, Western Illinois State Normal School, 1911-1912. Training Supervisor, grades 1 and 2, Kent State Normal School, 1913-

DAVID OLSON

DEPARTMENT OF GEOGRAPHY

Ripon College, (Wisconsin), 1897-1901. B. A., University of Michigan, 1901-1903. Cornell Summer School, 1902. Columbia Summer School, 1903.

University of Chicago, Summer School, 1914. M. Sc., University of Wisconsin, 1909-1910. Field Work, Summer, 1902, with Professor R. D. George. Field Work, Summer, 1905, with Dr. C. A. Davis. Geographical study by travel in France, Switzerland, Germany, Norway, Sweden, and Great Britain. Teacher in rural schools, 2 years. Assistant in Philosophy, University of Michigan, 1901-1902. Head of Department of Geography, State Normal School, Mt. Pleasant, Mich., 1902-1903. Head of Department of Physiography, Madison, Wis., High School, 1909-1910. Assistant in Geology, University of Wisconsin, 1909-1910. Head of Department of Geography, State Normal School, Stevens Point, Wis., 1903-1913. Head of Department of Geography, Kent State Normal School, 1913-

JOSEPH E. LAYTON

Department of History and Government

Graduate, Indiana State Normal School, 1895. A. B., Indiana University 1904. Graduate Student in History and Political Science, University of Chicago, 1907-08, 1908-09 and 1910-11. Research work in History, Indiana University Library, on thesis for Ph. D. degree, University of Chicago, 1911-12. Research work in History, Indiana State Library, 1912-13. Teacher in district schools, two years. Principal, Winamac, Ind., High School, 1896-1902. Superintendent of Schools, Attica, Ind., 1903-1907. Director, Training Department, Louisiana State Normal School, 1909-1910. Assistant in History, Indiana University, 1911-1912. Head of Department of History and Government, Kent State Normal School, 1913-

LIDA MEREDITH LAYTON

Department of Household Science and Arts

A. B. Franklin College, 1903. Ph. B., University of Chicago 1908. Assistant Principal, Rochester, Ind., High School 1892-1898. Teacher of Latin, Winamac, Ind., High School, 1900-1902. Dean of Women, Sioux Falls College, S. D., 1908-1909. Teacher in Louisiana State Normal School, 1909-1910. Assistant in Domestic Science, State Agricultural College, Corvallis, Ore., 1911-1912. Head of Department of Domestic Science, Chicago Technical Normal School, 1912-1913, Head of Department of Household Science and Arts, Kent State Normal School, 1913-

JOHN WIRT DINSMORE

Department of Rural Schools

Teacher in country schools, 1884-1886. Principal of Public Schools, Clifton, Kansas, 1886-1889. Superintendent of City Schools, Washington, Kansas, 1889-1892. Superintendent of City Schools, Humboldt, Neb., 1892-1897. Student at State University, Lincoln, Neb., 1897-1898. Superintendent of City Schools, Beatrice, Neb., 1898-1900. Dean, Normal School of Berea College,, Berea, Ky., 1900-1913. Summer School, Harvard University, 1893. Teachers College, Columbia University, 1904. A. M., (honorary), Berea College, 1902. Head of Department of Rural Schools, Kent State Normal School, 1913-

LEMUEL A. PITTENGER

Department of English

A. B., University of Indiana, 1907. A. M., University of Indiana, 1908. Teacher in the rural schools of Indiana, three years. Head of English Department, Muncie, Indiana, High School, 1900-1905. Professor of Education, Muncie, Indiana, Normal, 1905-1907. Critic and Instructor in English, University of Indiana, 1908-1913. Instructor in English, University of Indiana, during the Summer Sessions of 1908, 1909, 1910 and 1911. Head of Department of English, Kent State Normal School, 1913-

CLINTON S. VAN DEUSEN

Department of Manual Training

M. E., Cornell University, 1894. Instructor in Mathematics, Keuka College, 1894-1895. Instructor in Woodworking and Mechanical Drawing, Frankfort, Ky., 1895-1896. Central High School, Minneapolis, 1896-1898. Assistant Professor of Manual Arts, Bradley Polytechnic Institute, 1898-1913. Head of Department of Manual Training, Kent State Normal School, 1913-

HARVEY L. EBY

Field Work—Extension Teaching

Ohio Northern University, 1903-1905. Lebanon University, 1906. Yale University, 1909-1910, A. B. Teacher in ungraded rural schools, four years. Principal, graded village school, three years. Principal, Bluffton, Ohio, High School, 1902-1903. Superintendent, Rawson, Ohio, Schools, 1903-1904. Superintendent, City Schools, Bellevue, Ky., 1906-1909. Superintendent, Alliance, Ohio, Public Schools, 1910-1913. Kent State Normal School, 1913-

RUTH V. ATKINSON

Department of Physical Education

University of Chicago, 1907-1908. University of Wisconsin, Normal School of Gymnastics, 1908-1910. Cornell University, 1912-1913. Teacher of English and Physical Training in the Starrett School for Girls, Chicago, (affiliated with the University of Chicago), 1910-1911. Head of Department of Physical Education, Southeastern State Normal School, Durant, Okla., 1911-1912. Head of Department of Physical Education, Kent State Normal School, 1913-

EDITH M. OLSON

Training Supervisor

Graduate State Normal School, Stevens Point, Wis., English Scientific and Special Kindergarten Courses. Graduate Student, Summers, 1907, 1908. University of Chicago, 1909. Student in Education, University of Wisconsin, 1910, 1911, 1912. Principal and teacher of fifth and sixth grades, Me-

nasha, Wis., 1907-1908. Principal and teacher of fifth and sixth grades, Madison, Wis., 1908-1909. Principal, supervisor of grades, and teacher of eighth grade, 1910-1913. Training Supervisor, Grades 7 and 8, Kent State Normal School, 1913-

JOSEPH B. HANAN

Training Supervisor, Rural School

Ph. B., Buchtel College, 1910. Teacher in rural school, 1905. Teacher, Akron Y. M. C. A. Night School, 1908-1909. Teacher, Akron City Night School, 1909. Assistant in English, Buchtel College, 1909-1910. Teacher of English, Wadsworth High School, 1910-1912. Superintendent of Auburn Schools, 1912-1913.

ELLIS C. SEALE

Field Work—Extension Teaching

A. B., Miami University, 1905. A. M., Miami University, 1907. B. S., Berea College, 1904. Teacher in the public schools, 1895-1900. Instructor, Normal Department of Berea College, 1905-1907. Summer terms at University of the South, 1905-1906. Instructor in Mathematics and Social Sciences, Berea College, 1907-1909. Professor of Latin, Berea College, 1909-1913. Director of Summer School, Berea College, 1908-1913. Kent State Normal School, 1913-

MARGARET W. BLAKE

Training Supervisor

Diploma, Rhode Island State Normal School, 1907. American Institute of Normal Methods, Northwestern University, 1913. Teacher in Grades, 1907-1909. Teacher of Music and English in grade 8, 1909-1910. Teacher of Physiology, Grade 8, 1908-1909. Training Supervisor, grades 5 and 6, Kent State Normal School, 1913-

JOHN B. FAUGHT

Department of Mathematics

Diploma, Indiana State Normal School, four-year course, 1892. A. B., Indiana University, 1893. Ph. D., University of Pennsylvania, 1899. Assistant Professor of Mathematics, Indiana University, 1894-1900. Head Department of Mathematics, Northern State Normal School, Marquette, Mich., 1900-1910. Head, Department of Mathematics, Western State Normal School, Kalamazoo, Mich., 1910-1914. Head, Department of Mathematics, Kent State Normal School, 1914-

RALPH L. EYMAN

Department of Physical Science

Diploma, Western Illinois State Normal School. Teacher in ungraded rural schools, three years. Assistant in Biology, Western Illinois State Normal,

1909-1910. Principal, John Swaney Consolidated School, McNabb, Illinois, 1910-1912. B. S., in Agriculture, University of Illinois 1914. Kent State Normal School, 1914-

CLARA D. HITCHCOCK

KINDERGARTEN DEPARTMENT

Lake Erie College, three years. Graduate Chicago Kindergarten Institute B. S. Teachers' College, 1909. Kindergarten Director in Buffalo N. Y. and instructor in Buffalo Free Kindergarten Training School. Assistant in Kindergarten, Speyer School, Teachers' College. Critic Teacher, Kindergarten, State Normal School, La Crosse, Wis., 1909-14. Head of Kindergarten Department, Kent State Normal School, 1914-

ADALINE KING

CLERK

Graduate of Dyke School of Business, Cleveland, Ohio. Teacher in ungraded rural schools, three years. Teacher in fourth grade, Ravenna, Ohio, Public Schools, three years. Teacher in seventh grade, Ravenna, Ohio, Public Schools, five years. Teacher of Shorthand, Typewriting and Commercial Correspondence, Harbor High School, Ashtabula Harbor, Ohio.

ADDITIONAL TEACHERS FOR SUMMER TERM

SARAH K. ARNOLD
ENID D. BASSETT
WALTER C. CAMPBELL
ANNA M. EBY
SAMUEL L. EBY
ALBERT S. GREGG
PAULINE B. HARTMAN
HELEN E. LAWRENCE
U. M. MCCAUGHEY
PEARL MONKS
NEVA B. SCHUMAN
ALICE L. THOMAS
JOHN H. THOMPSON
MARY UHL
WILLIAM A. WALLS
MARY ELIZABETH WEBER
NINA WILLIAMS

WOMEN'S DORMITORY

HISTORICAL AND DESCRIPTIVE

An Act to provide for the appointment of a commission to establish two normal schools and to provide for the maintenance thereof. Approved May 19, 1910.

Be it Enacted by the General Assembly of the State of Ohio:

Section 1. That the normal school system of the State of Ohio, created and established by Chapter Ten of the General Code, be extended by the creation and establishment of two additional state normal schools, one in Northeastern Ohio and one in Northwestern Ohio, to be so located as to afford the best opportunity possible for all the people to obtain the benefits and advantages to be derived from teachers trained both theoretically and practically. Neither of such schools shall be located in any city or village which now has a college located therein.

Sec. 2. Within thirty days after the passage of this act the Governor shall appoint a commission composed of five persons, not more than three of whom shall be from any one political party, and no one of whom shall be personally or financially interested in any site determined upon by said commission. Said appointees shall constitute a commission with full power and authority to select suitable locations, lands, or lands and buildings and secure options on the same as said commission may find necessary for the establishment of said Normal Schools and upon such terms and conditions as said commission may deem to be for the best interests of the state and submit a report of their proceedings to the Governor for his approval on or before the first day of December, 1910. The members of said commission shall serve without compensation but shall be paid their reasonable and necessary expenses while in the discharge of their official duties and shall serve until the appointment and organization of the boards of trustees, hereinafter provided.

Sec. 3. As soon thereafter as the General Assembly shall appropriate a sufficient amount of money for the purchase of said sites and the erection of suitable buildings thereon, the Governor shall appoint by and with the advice and consent of the Senate five competent persons who shall constitute a Board of Trustees for the proposed Normal School in the Northeastern portion of Ohio and five other competent persons who shall constitute a Board

of Trustees for the proposed Normal School in the Northwestern portion of Ohio.

Sec. 4. Each board of trustees shall organize immediately after its appointment by the election from its members of a president, a secretary and a treasurer. The treasurer, before entering upon the discharge of his duties shall give bond to the State of Ohio for the faithful performance of his duties, and the proper accounting for all moneys coming into his care. The amount of said bond shall be determined by the trustess, but shall not be for a less sum than the estimated amount which may come into his control at any one time. Said bond shall be approved by the Attorney General.

Before adopting plans for the buildings of said Normal Schools, each board shall elect a president of known ability for the school under its control, who shall have advisory power in determining said plans. In planning said buildings, ample provisions shall be made for the establishment of a well-equipped department for the preparation of teachers in the subject of agriculture.

The boards of trustees in connection with the president of the Normal Schools shall select and appoint an able and efficient corps of instructors for the said schools, provide a suitable course of study for the theoretical and practical training of students who desire to prepare themselves for the work of teaching, fix rates of tuition and provide equipment.

Said boards shall proceed without unnecessary delay to purchase said selected sites, lands and buildings, as the case may be, and erect thereon suitable and substantial buildings or enlarge, reconstruct and properly repair in a suitable and substantial manner such building or buildings, if any there be, and complete said buildings as soon as conditions will permit. And said board of trustees shall do any and all things necessary for the proper maintenance and successful and continuous operation of said Normal Schools and may receive donations of lands and moneys for the purposes of said Normal Schools.

The Governor when appointing said board of trustees shall designate one member of each board to serve one year, one to serve two years, and one to serve three years, one to serve four years and one to serve five years and thereafter one trustee for each board shall be appointed annually for five years for the control and management of of said Normal Schools. They shall serve without compensation

other than their reasonable and necessary expenses while engaged in the discharge of their official duties. No more than three members of each board shall be selected from any one political party.

Sec. 5. The Governor shall have power to remove for just cause any appointees herein named, when, in his judgment, he deems it necessary, and shall fill all vacancies that may occur.

Sec. 6. The said Normal Schools shall be supported by sums and in such manner as the General Assembly may from time to time provide.

The commission appointed by the Governor in accordance with the provision of the act of the legislature selected Bowling Green as the location of the northwestern school and Kent for the normal school to be established in the northeastern district. The Board of Trustees, appointed by the Governor, organized May 31, 1910; and at a later meeting, July 17, 1911, elected the President of the school, the appointment being required at this time by the act of the legislature in order that he might advise with the architect concerning the building plan. With the initial appropriation of $150,000 two buildings were built. The women's dormitory, a fireproof structure, is 64x168 feet, three stories in height, with rooming accommodations for seventy students and dining room capacity for four hundred and twenty. The administration building, width 100 feet, length 216 feet, is three stories in height. The cornerstone was laid June 18, 1912, and regular class work began May 19, 1913, with an enrollment of 292 for the first summer session.

The commission in selecting this site for the Normal School were influenced by two main considerations, namely; the ease with which the school may be reached from all parts of the district, and the beauty of the grounds. These grounds comprise eighty-five acres, more than fifty of which were donated for this purpose by W. S. Kent. The remainder of the tract was purchased with a fund subscribed by the citizens of Kent under the direction and leadership of the local Board of Trade.

The legislature of 1913 appropriated $230,000 for the construction of a heating plant and two additional buildings. No attempt was made in building the administration building to provide for auditorium, library, gymnasium, training school or laboratory science. The two new buildings now under construction make special provision for these activities of the school.

The administration building comprising the left wing of the group of buildings contains thirty, well lighted, sanitary class rooms of ample size. The central building of this group provides for the general offices, a library with stack room for 50,000 volumes and reading rooms to accommodate one thousand students, and, in addition to this, an auditorium seating sixteen hundred. The right wing will be devoted half to the laboratory sciences, domestic science and manual training, and half to the Training School.

The city of Kent is situated almost in the center of the Northeastern Ohio Normal School district, in Portage County, on the watershed from which the streams flow northward to Lake Erie and southward to the Ohio river. A more beautiful or healthful site could not be found. From the wooded hill, surrounded by eighty-five acres of rolling campus, the buildings command an uninterrupted view for many miles of the beautiful valley of the Cuyahoga River. These ample grounds, half of which are covered with heavy woodland, within the edge of which the buildings are located, bring the students close to nature and furnish an unequaled opportunity for experimental work in gardening and agriculture and for field work in the natural sciences.

PURPOSE OF THE SCHOOL

Section 1 of the Act of the General Assembly of 1910 provided that "the normal school system of the State of Ohio, created and established by Chapter Ten of the General Code, be extended by the creation and establishment of two additional state normal schools, one in Northeastern Ohio and one in Northwestern Ohio, to be so located as to afford the best opportunity possible for all the people to obtain the benefits and advantages to be derived from teachers trained both theoretically and practically." The State Normal School, then, is a special school intended solely to prepare teachers for the public schools of Ohio. The school is organized and conducted with this one thing in view and it is expected that students undertaking the work shall do so with the purpose of teaching in the common schools of the State.

In accordance with this purpose students who fail to carry their work or prove for any other reason unfit for the work of teaching may be asked to withdraw from the school. Much can be done to encourage backward students who may not have yet dis-

covered their own power and to develop leadership in those who have not yet learned the method of self-direction. Therefore special effort will be made to help worthy students until it is plainly demonstrated that they lack the qualities necessary for a successful teacher. Once this is made clear it is for the best interest of the individual and the school that he be asked to withdraw.

The Normal School is organized and planned to give to its students knowledge of the problems and principles of teaching, and practical skill in the actual work of the school room. To the degree that this aim is realized, its graduates upon assignment to a school will know in advance the conditions to be met, and will from the start, teach with a fair degree of power and skill. With a knowledge of the principles of education, and some skill in their conscious application in actual teaching, the young teacher need not be limited to a machine-like application of mere prescriptions and devices, but may develop some originality and individuality. The feeling of worth and power resulting therefrom is the source of that inspiration which, emanating from the teacher, stimulates the pupil to a high degree of sustained effort and achievement, and reacting on the teacher urges toward growth and progress. The Normal School is not therefore limited by a narrow professional aim. In the class-room and even in the actual work of training the ultimate aim is to broaden and deepen, to quicken and refine the life of its students. In no other type of professional school is the full, well rounded development of the worker so essential to the end in view. For here even more depends upon the spirit of the worker than upon mere technical knowlegde and skill, and the final aim, therefore, of the school, is to nurture and keep alive in the pupil-teacher a sense of the dignity and worth of her work, through a growing appreciation of its possibilities for herself and her pupils.

DISCIPLINE OF THE SCHOOL

The management of the school is not viewed merely as a means towards study as an end, but it is believed to have educational value in developing in the student-teacher the true spirit of leadership which is based only upon rational self-control. Mere obedience to authority, the following blindly without sharing the aim and spirit of leadership, may secure good order through repression; but it can

not develop in the governed a spirit of coöperation with the enforcement of law. The rules and regulations, to which teachers and students are alike subject, must be seen by both to derive their authority, not from the will of the teacher, but from the rights of the school.

In approaching all questions of management and discipline from this view point, personal matters are eliminated at the start, and teacher and pupil readily find common ground whereon opposition disappears and weakness and negligence are the chief remaining obstacles to complete and hearty coöperation on the part of all in the conduct of the school. Thus the teacher descends from the platform of personally derived authority to take her place by the side of the pupil in the effort he is to make to order his conduct by principles of right doing, from which effort, and from no other source, can come habits of right thought and right action. The management of the Normal School is based upon the belief that the student-teacher must have realized through experience the meaning of self-imposed obedience to recognized reasonable requirements; that she must have felt the spirit of good will and comradeship with teachers, and have developed a sense of power and worth through self-control and self-direction, before she can direct the activities of children to the end of strengthened character.

DEPARTMENT OF TRAINING

The Elementary School—The Normal School provides at present a training school of eight grades. When the special training school building, now under construction, is completed, grades nine and ten will be added and in the near future provision will be made for all four grades of the high school for purposes of observation and training.

The elementary school district includes that section of Kent east of the Cuyahoga River lying south of Main street and north of Mill street.

The children in these grades are taught by the supervisors of training, the special teachers of the Normal School faculty, and the students who are studying teaching through practice and observation.

Students teaching in the grades of the practice school have the benefit of the advice and example of skilled instructors. Each student gets experience in various grades and in teaching various sub-

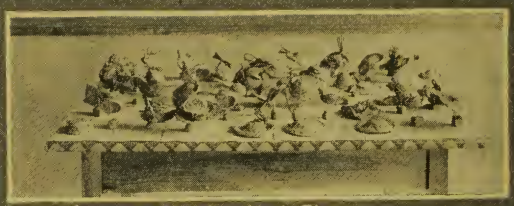
THIRD AND FOURTH GRADES IN THE TRAINING SCHOOL. SCHOOL IS IN SESSION WITH RECITATION AT THE TEACHER'S DESK. NOTE THE MOVABLE FURNITURE AND THE GROUP WORK AT THE DESKS

Festival of Nations
FIFTH AND SIXTH GRADES

Listening to A Story
FIRST AND SECOND GRADES

Special Help

Third and Fourth Grades
PUTTING UP BIRD HOUSES MADE BY THEMSELVES



Easter Hat Show

Pageant, Seventh and Eighth Grades

jects. In the second year the student is required to organize independently the subjects to be taught and must be able to direct effectively the work and conduct of the children under her care.

The organization and management of the school gives practical recognition to the fact that judgment, the ability to organize a situation, and to do the best one knows, are no less important factors in education than knowledge. Therefore pupils are encouraged to make their own plans and determine their own conduct. Approbation is given for indications of right purpose and for sensible and efficient planning and execution.

The One Room Rural School—The Brady School, a one-room rural training school but ten minutes' ride by trolley from the Normal campus, with equipment for Manual Training and Domestic Science suitable for the needs of a rural school, gives ample opportunity for the training of rural teachers. It is planned to make of this the best possible neighborhood school which may serve as a model in the way of building, equipment and adaptation of course of study to rural needs. An experiment field for demonstration of essential principles of scientific agriculture and a school garden are important parts of the equipment. During the first year of its operation it has produced a marked effect upon the social life of the community.

The Head of the Rural School Department is Superintendent of the schools of the township in which Kent is situated; the Normal School is located in the center of this township, and it is expected that these one-room rural schools will soon be brought together in a special building on the Normal School grounds to constitute a typical centralized township school to be used for observation and training purposes. Manual Training is now taught in all of these one-room township schools under the immediate direction of the Department of Manual Training of the Normal School. This work is conducted with very little equipment in these isolated one-room rural schools in order to demonstrate to teachers and patrons everywhere how easily the teaching of manual training might be introduced into the country schools if teachers were provided who were properly prepared to direct the work.

AUBURN CENTER EXPERIMENT FIELD

The Kent State Normal School and the School Board of Auburn Center jointly agreed by unanimous vote in open board meeting August 2nd, 1913, to establish and maintain an Experiment Field adjacent to, or near by the school property. It was agreed on the part of the Kent State Normal School to furnish the plans for conducting the methods of experimentation and to direct the field operations. The School Board of Auburn Center agreed on its part to purchase a suitable tract of land and provide the necessary labor and funds to maintain the Experiment Field in successful operation.

In accordance with the co-operative agreement the School Board purchased a tract of land adjacent to the school property, about an acre in area, and enclosed it with a suitable fence to protect the experiment plots. The Kent State Normal School surveyed the land and divided it into twenty-four (24) experiment plots marking the boundaries of the plots with permanent gas pipes located in the borders of the field. By the means of the gas pipes the exact boundary lines of any single plot, or all plots, may be defined at any time.

October 10th, 1913, the plots forming the Wheat Series were treated with the various fertilizers, and planted to wheat. On April 30th, the plots on the Oat Series were seeded without any fertilization, because it was thought best to carry one crop during the first season without treatment of any kind to discover any difference in natural fertility between the individual plots. The plots on the Corn Series were planted to corn June 1st, 1914, after the fertilizers were applied to the plots.

About one week before the wheat was ready to harvest, the Experiment Field was visited by a representative of the Kent State Normal School, and although it was the first season that the wheat crop was matured under the influence of soil treatment, the wheat showed plainly the benefits of the fertilizers. The individual plots have responded more favorably than was anticipated.

The State of Ohio makes it the plain duty, as well as the great opportunity, of the Normal School to conduct its instruction in agriculture in a practical way. What has been accomplished at Auburn Center may be repeated in any centralized school in the

territory of the Kent State Normal. The experiment field is of the highest value for instruction in the school because it brings the pupils in direct contact with crops grown under scientific methods. It is equally valuable to farmers and patrons of the school, for it furnishes field tests with the crops of their neighborhood grown on typical soil with scientific treatment. It provides a natural stimulus for an improved method of agricultural practice toward which the interests of the state are at present directed.

The Kent State Normal School will be pleased to co-operate with and receive letters of inquiry from any school board or school superintendent, where there is interest in establishing an experiment field for educational purposes similar to the one at Auburn Center.

AUBURN CENTER EXPERIMENT FIELD

MISCELLANEOUS INFORMATION

Divisions of the School Year

The school year is divided into three equal terms of twelve weeks each, the fall, winter and spring terms. In addition to the three terms of the regular year a summer term of six weeks is provided, making a total of forty-two weeks of instruction. A long summer term of twelve weeks beginning in the middle of the spring term and closing with the six weeks summer term does not add to the length of the school year.

Credits

By a "credit" is meant twelve weeks of acceptable work done in a single subject by an average student carrying four subjects with five recitations a week in each. Nothing less than one half credit in a given subject is entered on the records. One recitation daily in one subject for the long summer term counts one credit; for the short summer term, one half credit. Two recitations daily in a subject for the short summer term count one credit.

Credentials

High school graduates must present on registration a complete official record of their high school course. Blanks for this purpose may be had upon application in writing or in person at the Normal School office. High school graduates should secure these blanks in advance of the time for entering and have them filled out and certified by their high school principals or superintendents.

Advanced Credits

The Kent State Normal School will endeavor to give full recognition for all scholarship which applicants possess.

Credit for work done in other institutions will be allowed upon the course here in so far as such work comes within the require-

ments for the Normal School diploma. This qualification makes it impossible to know in advance that all of the work done in another school will be accepted for advanced credit. Such credit is granted by a committee of the faculty upon the receipt of evidence that the work offered meets this requirement. The candidate for advanced credit must submit official statements from the institutions in which the work was done. Certificates of attendance without official credits certifying the amount and quality of the actual work completed cannot be accepted as a basis for granting credits. *Special blanks prepared for reporting work offered for advanced credit may be had upon application.*

Teachers of maturity and well certified experience, upon presentation of evidence of marked success in teaching, may be granted credits in the Observation, Discussion and Practice of Teaching, and also in special method courses in subjects in which their teaching is known to be especially strong. As a rule such credits will not be granted except to those who are well known to the faculty through class work done in residence at the school. Under these conditions the granting of the credit is based upon a direct personal examination.

Time for Entering

Students are expected to be present for registration on the opening day of the term. Persons entering several days late are handicapped in their work and the classes they enter lose something in efficiency. Therefore persons seeking entrance after registration day must be prepared to give a satisfactory reason for the delay or they will not be given an opportunity to make up the back work. In this case they will not, of course, be entitled to credits.

It would be well for students who know in advance that they must be unavoidably late in entering to write that fact to the President in advance of the opening of the term with an explanation of the conditions.

Teachers' Bureau

The Teachers' Bureau, consisting of a committee of the faculty, will seek to further the interests of the graduates and students of the school by helping them to secure positions for which they are fitted by ability, training and experience. This work will be so carefully and conscientiously done that the Normal School expects that

its recommendations will carry weight with the superintendents and boards of education in its district. By just dealing and by using extreme care in making recommendations, the Bureau will aim to establish such relations with public school officials as will enable it to give the greatest possible assistance in advancing the interests of all. School officials are looking for a supply of trained teachers to the schools under the control and management of the state with their high standards of scholarship and professional training. Letters are received daily asking for teachers. Many superintendents visit the summer school to confer with the committee and meet applicants. In this way many teachers in attendance at the summer school of 1913 secured promotions at increased salaries. This demand for normal-trained teachers is much greater than the school can supply.

EXPENSES

Tuition is Free—No obstacles of any kind will be placed in the way of students or teachers seeking to prepare themselves for better public service.

No incidental fees of any kind will be charged residents of Ohio who are preparing to teach in the public schools. Free tuition together with the reasonable cost of living, guaranteed by the school with its dormitory and large, well-equipped dining rooms, will enable students to attend the normal school who could not otherwise afford to spend the time in study.

Rooms and Board—Rooms in private homes, furnished for two, may be rented at $1.00 to $1.50 per week for each student. These rooms are as a rule engaged for a term and paid for weekly. The cost of a room per student, two in a room, for a school year will vary from thirty-six to fifty-four dollars. This includes fuel and lights. Board in the dining rooms at the dormitory is furnished at $3.00 per week to all students wishing to board there. In private families the cost of board will vary from $3.50 to $4.50 per week.

Dormitory—This new fireproof building, situated on a commanding elevation with a fine view, and surrounded by native forest trees covering acres in extent, offers an attractive home for students. The suites are arranged with study rooms separate from bed rooms.

The rooms are attractively furnished and the separate study rooms give a much more homelike atmosphere than can be had

where bed rooms must be used for both living and study rooms. The room rent for each student, two in a room with separate beds, and extra study room provided, is $1.25 per week. Students must furnish towels, pillow slips and sheets. Rooms may be reserved by mail. Room rent for each term, amounting to $15.00 must be paid in advance. A deposit of five dollars is required at the time the reservation is made.

Estimated Total Expenses per Term of Twelve Weeks

Board—twelve weeks	$36 00	to	$48 00
Room	12 00	to	18 00
Laundry	5 00	to	10 00
Books and Stationery	10 00	to	12 00
Total	$63 00	to	$88 00

RAILROAD FACILITIES

Kent is situated on the main lines of the Erie, the Wheeling & Lake Erie, and the Baltimore & Ohio Railroads, with twenty-two trains a day. In addition to this, the C. A. & C. and the C. & P. branches of the Pennsylvania System come within twenty minutes' ride by trolley. The Northern Ohio Traction line gives half hour service. Almost any part of the district can be reached in four hours and the facilities for reaching Kent are such that students from any part of the district can travel to and from their homes daily with not more than an hour's ride.

ENROLLMENT

For the Year 1912-13.

Summer School	291
Extension Classes	1046

For the Year 1913-14.

Fall, Winter and Spring Terms	271
Summer School	1378
Extension Classes	1611
Training School	160
Total enrollment exclusive of the training school and deducting duplicates	2978

PROGRAMS OF STUDY

The various programs of study, scheduled in the following pages are differentiated to meet different needs, but they have in common, in balanced proportion, these essential elements in the training of teachers:

(1) Educational Theory—The organization and administration of the school *in idea*, involving a study of Psychology, the History of Education, Sociology, the Teaching Process and School Management.

(2) A study of the elementary school branches from the view point of the teacher with attention to the mental process by which the pupil reconstructs for himself this subject matter.

(3) Teaching in the practice school under able criticism to gain some skill in organizing and conducting a school and practical insight into the problems of teaching.

Programs of study for graduates of first, second and third grade high schools, or those with equivalent scholarship, and for college graduates are as follows:

1. One-Year Program for College Graduates. In addition to the subjects scheduled in the program for college graduates, page 41, special lines of professional reading and investigation will be required in the department of Education. This course leads to the degree of Bachelor of Education, (B. Ed.). For those college or university graduates who have had several years of successful experience in teaching, substitutions may be made for the three credits required in Observation, Discussion and Practice of Teaching.

The courses in this program lie in the fifth year of college work and no student with less than four years of college work or its equivalent, will be permitted to undertake the work. The work will be made as intensive as conditions will permit.

No Advanced Credit will be given on this course. In every case one year of work in Normal School classes will be required.

2. A Four Year Course for Graduates of First Grade High Schools. This course leading to the degree of Bachelor of Education (B. Ed.) is scheduled on pages 42 and 43. Admission to this course requires graduation from a first-grade high school or equivalent scholarship. Completion of the first two years entitles

the student to the Normal School Diploma. The last two years of this course furnish opportunity and *motive* for continued study to experienced teachers, many of whom hold normal school diplomas or have equivalent scholarship and skill. "Life alone avails, not the having lived"; true in all fields of endeavor, this is strikingly true in the business of teaching. It is as clearly the function of the Normal School to provide opportunity and means for continued study on the part of teachers in service as it is to furnish preparation for beginners. The nature of teaching and the ever changing conditions in education require new vision and growth of all teachers. Suitable opportunity and recognition is furnished in this two years of advanced study.

This four-year course offers to superintendents and supervisors the best possible opportunity for an intensive study of the elementary school curriculum and brings the student of educational administration into direct contact with model types of the schools he is to supervise, namely; the one-room rural school, the township centralized school and the village system.

This four-year course of study based directly upon the needs and problems of the rural, township and village schools, with the opportunity for daily observation, experiment and practice teaching, in a model one-room rural school, a centralized township system, or a village graded school furnishes the best preparation for supervisors and superintendents and for teachers of county normal schools.

Students preparing to teach in a high school will find in this four-year course an opportunity for specializing in departments of high school work in which they may be interested. A wide range of electives will be offered. For such students 120 hours of practice teaching in the high school grades will be required.

3. A Two-Year Program for Graduates of First Grade High Schools and others of equivalent scholarship is outlined on page 44. This course leads to the diploma.

4. A Three-Year Program for Graduates of Second Grade High Schools is set forth on page 46. The first year's work of this program is an adaptation of a year's high school work to meet the needs of students entering upon a teacher's professional course. This program leads to the diploma.

5. A Two-Year Program for Graduates of Third Grade High Schools, adapted to the needs of teachers in the rural schools, is outlined on page 48. This program for graduates of third grade high schools leads to a certificate; but for graduates of first or second grade high schools preparing to teach in the rural schools, this program will be so modified that the graduate may receive the diploma.

6. Special Programs, each two years in length based upon four years of high school work or its equivalent, and each leading to a special diploma, are outlined on pages 53 to 60. These special courses for superintendents, supervisors and teachers of the special subjects will be offered in Agriculture, Public School Drawing, Household Science and Arts, Manual Training, Public School Music, Physical Education, Kindergarten, and a two-year combination course in Agriculture and Manual Training.

AT WORK IN THE TRAINING SCHOOL GARDEN

ONE-YEAR PROGRAM FOR COLLEGE GRADUATES

This Course Leads to the Degree of Bachelor of Education

Total Number of Credits Required **12**

Required Subjects:

Educational Theory:

Educational Psychology	1 credit
Social Aspects of Education	1 credit
School Administration	1 credit
History of Education	1 credit

Educational Practice:

Observation, Discussion, and Practice of Teaching	3 credits
Total	7 credits

Electives:

To be elected	5 credits
Physical Training required twice a week throughout the course.	No credit

College graduates desiring to prepare for supervising or superintending schools may elect subjects suited to their needs. Those desiring a year of special instruction to qualify them for supervising rural school education or for teaching normal courses in high schools will be well provided for. The courses will be modified for college graduates preparing to teach in the grades, in the high school, or to supervise work in special subjects. Substitutions may be made for the required subjects, when corresponding courses have been taken in college with strong professional departments, and for those who have had successful experience in teaching, substitutions may be made for part of the three credits in the Observation, Discussion and Practice of Teaching. The year's work will be adapted to give the best possible preparation for any special line of school work. No advanced credit will be granted on this course. In every case one full year's work in Normal School classes will be required. Any work in extension classes for which credit is given toward the diploma, will count for half-credit toward the degree.

FOUR-YEAR PROGRAM
FOR GRADUATES OF FOUR-YEAR HIGH SCHOOLS

This Course Leads to the Degree of Bachelor of Education

Total Number of Credits Required	**48**
Education: Theory and Practice, Required	**12 credits**
Theory:	
Psychology	3 credits
The Teaching Process	1 credit
School Management	1 credit
Sociology	1 credit
School Administration	2 credits
History of Education	2 credits
Social Ethics	1 credit
Efficiency Tests and Survey	1 credit
Practice:	
Observation, Discussion, and Practice of Teaching	3 credits
Supervision of Schools	1 credit
Matter and Method in the Grades: Required	**10 credits**
Agriculture	2 credits
Arithmetic	2 credits
English	2 credits
Geography	2 credits
Manual Training	1 credit
Household Science and Arts	1 credit
History	2 credits
Drawing	1 credit
Reading	1 credit
Physiology	1 credit
Music	1 credit
Physical Education	1 credit
Electives: Required	**26 credits**

Elective Courses in the Four-Year Program

EDUCATION:
- Ethics
- Philosophy of Education
- Psychology
- School Organization
- Sociology

ENGLISH:
- Grammar and Composition
- Literature
- Public Speaking
- The Teaching of English

MATHEMATICS:
- Geometry
- College Algebra
- Trigonometry
- The History of Arithmetic
- The Teaching of Mathematics

MANUAL ARTS:
- Manual Training
- Mechanical Drawing
- The Teaching of Manual Arts

*GERMAN:
- Language
- Literature
- The Teaching of German

HISTORY:
- Economics
- Government
- English History
- European History
- United States History
- Industrial History
- The Teaching of History

*LATIN:
- Language
- Literature
- The Teaching of Latin

SCIENCE:
- Agriculture
- Biological Science
  - Botany
  - Zoology
  - Physiology and Sanitary Science
  - Bacteriology
  - Entomology
  - Forestry
- Geography and Geology
- Household Science
- Physical Science
  - Chemistry
  - Physics

Each student in the Four-Year Program is required to complete not less than nine credits of work in some one of the groups of subjects indicated in the list of electives and must select such related courses as the head of the department in which the major work belongs may direct. This selection must be made before the beginning of the third year.

*All courses in German and Latin are based upon four years of high school work in these subjects.

TWO-YEAR PROGRAM
FOR GRADUATES OF FOUR-YEAR HIGH SCHOOLS

This Course Leads to the Normal School Diploma

Required for Graduation ..... **24 credits**

Professional subjects:

Theory:

Psychology	1 credit
The Teaching Process	1 credit
School Management	½ credit
Social Aspects of Education	1 credit
History of Education	1 credit

Practice:

Observation, Discussion and Practice of Teaching	3 credits

Method Courses:

Agriculture	1 credit
Arithmetic	1 credit
Drawing	1 credit
English	1 credit
Geography	1 credit
History (Upper Grades) or History (Lower Grades)	1 credit
Music	1 credit
Physiology	½ credit
Physical Education	½ credit

Other Required Subjects:

English Rhetoric and Composition	½ credit
History of Ohio	½ credit
Library Economy	½ credit
Reading	1 credit
Physical Training, twice a week throughout the course	No credit

Electives:

Agriculture	1 to 2 credits
Biology	1 to 2 credits
Chemistry	1 to 2 credits
Child Study	1 credit

Civics	1 credit
Economics	1 credit
English Literature	1 to 2 credits
Geography	1 credit
Household Arts	1 credit
Manual Training	1 credit
Physics	1 credit
Story Telling	½ credit

THREE-YEAR PROGRAM
FOR GRADUATES OF THREE-YEAR HIGH SCHOOLS

This Course Leads to the Normal School Diploma

Required for Graduation ..... 36 credits

Preliminary to the two-year course: twelve of the following credits required:

Arithmetic	1 credit
Biology	1 to 2 credits
*Chemistry	1 to 2 credits
Drawing	1 credit
English Grammar	1 credit
English Literature	1 to 2 credits
Industrial Geography	1 credit
Physical Geography	1 credit
United States History	1 to 2 credits
English History	1 credit
Music	1 credit
Physics	1 credit

Professional Subjects:

Theory:

Psychology	1 credit
The Teaching Process	1 credit
School Management	½ credit
Social Aspects of Education	1 credit
History of Education	1 credit

Practice:

Observation Discussion and Practice of Teaching	3 credits

Method Courses:

Agriculture	1 credit
Arithmetic	1 credit
Drawing	1 credit
English	1 credit
Geography	1 credit
History (Upper Grades) or History (Lower Grades)	1 credit
Music	1 credit
Physiology	½ credit
Physical Education	½ credit

*Students who elect Chemistry must continue the subject for two terms.

Other Required Subjects:

English Rhetoric and Composition	½ credit
History of Ohio	½ credit
Library Economy	½ credit
Reading	1 credit
Physical Training, twice a week throughout the course	No credit

Electives:

Agriculture	1 to 2 credits
Biology	1 to 2 credits
Chemistry	1 to 2 credits
Child Study	1 credit
Civics	1 credit
Economics	1 credit
English Literature	1 to 2 credits
Geography	1 credit
Household Arts	1 credit
Manual Training	1 credit
Physics	1 credit
Story Telling	½ credit

RURAL SCHOOL TRAINING COURSE

Open to Students Who Have Completed Two Years of High School Work

This Course Leads to a Certificate.

Total Number of Credits Required **24**

Education:

Theory:

Method in Teaching	1 credit
Social Aspects of Rural Education	1 credit

Practice:

Observation, Discussion and Practice of Teaching in a Rural School	2 credits

Special Method Courses:

These courses are adapted in subject matter and method to the needs of the Rural Schools

Agriculture	1 credit
Arithmetic	1 credit
Drawing	1 credit
Grammar	1 credit
History	1 credit
Music	1 credit
Physiology	½ credit
Physical Education	½ credit
Reading	1 credit

Additional Subjects:

Agricultural Biology	1 credit
Agricultural Chemistry	1 credit
Agricultural Physics	1 cerdit
Arithmetic	1 credit
Civics	1 credit
English Grammar and Composition	1 credit
English Literature	1 credit
English History	1 credit
Industrial Geography	1 credit
Manual Training	1 credit
Physical Geography	1 credit
History and Geography of Ohio	1 credit
Physical Training required twice a week throughout the course.	No credit

THE NUMBERING OF COURSES IN THE DIFFERENT PROGRAMS

(1)	Country School Training Courses	1 to 5
(2)	Courses in the Three-Year Program	6 to 10
(3)	Courses in the Two-Year Program	11 to 19
(4)	Courses in the last two years of the Four-Year Program	21 to 30
(5)	Special Two-Year Courses	31 to 40

TWO-YEAR PROGRAM
FOR GRADUATES OF FOUR-YEAR HIGH SCHOOLS

Distribution of Subjects by Terms

First Year

Fall Term

Required:

Arithmetic 11—Arithmetic in the Grades
Education 11 A—Psychology
History 12—History of Ohio, three periods a week
Library Economy 11, two periods a week
Physiology 11 and Physical Education 11

Elective:

None

Winter Term

Required:

Education 11 B—The Teaching Process
History 11—History in the Grades
Music 11—Public School Music
Reading 11

Elective:

None

Spring Term

Required:

Drawing 11—Public School Art
Education 15 A—Practice Teaching, one hour daily
Geography 11—The Principles of Geography

Elective:

One to be chosen:
Biology 11—Botany
Biology 13—Nature Study
Government 11—General Government
Physics 11

Second Year

Fall Term

Section A

Education 12—School Management, six weeks
Education 15 B and 15 C—Practice Teaching, two hours daily
English 12—Rhetoric and Composition, six weeks

Elective:

One to be chosen from the list below for Section B:

Section B

Education 12—School Management, six weeks
English 12—Rhetoric and Composition, six weeks

Elective:

Three to be chosen:
Biology 12—Zoology
Biology 31—Bacteriology
Chemistry 11—Inorganic Chemistry
Chemistry 31—Household Chemistry
English 13 A—English Literature
Geography 12—Geography in the Grades
Household Arts 31 A—Food Study and Preparation
Manual Training 31 A—Woodworking
Mathematics 21—Trigonometry

Winter Term

Section B

Education 13—History of Education
Education 15 B and 15 C—Practice Teaching, two hours daily

Elective:

One to be chosen from the list below for Section A:

Section A

Education 13—History of Education

Elective:

Three to be chosen:
Chemistry 12—Inorganic Chemistry
Chemistry 32—Household Chemistry
Drawing 12—Public School Handwork
English 13 B—English Literature
Manual Training 32 A—Mechanical Drawing
Music 32—Music in Primary Grades
Mathematics 22—College Algebra

Spring Term

Required:

Agriculture 11—Agriculture in the Grades
Education 14—Social Aspects of Education
English 11—English in the Grades

Elective:

Two to be chosen:
Agriculture 32—Farm Crops, Orchard and Garden
Art 35—History of Art
Economics 11
Education 16—Child Study
Mathematics 23—Analytical Geometry

THREE-YEAR PROGRAM
FOR GRADUATES OF THREE-YEAR HIGH SCHOOLS

Distribution of Subjects by Terms

First Year (Preliminary to the Diploma courses)

Fall Term

Four subjects to be chosen:

Biology 12—Zoology
Chemistry 11—Inorganic Chemistry
Drawing 6
English 13 A—Literature
History 6 A—English History
Mathematics 1—Farm Arithmetic

Winter Term

Four subjects to be chosen:

Chemistry 12—Inorganic Chemistry
English 13 B—Literature
Geography 6—Physical Geography
History 7 A—United States History
Music 11

Spring Term

Four subjects to be chosen:

Biology 11—Botany
English 6 A—Grammar and Composition
Geography 7—Industrial Geography
History 7 B—United States History
Physics 11

Second and Third Years

The second and third years of this program are identical with the Two-Year Program for Graduates of Four-Year High Schools outlined on pages Pages 49 and 50.

RURAL SCHOOL TRAINING COURSE

First Year

Fall Term

Education 1—General Method
Drawing 6
History 6 A—English History
Reading 1

Winter Term

English 1—Grammar
Geography 1—Physical Geography
Mathematics 1—Farm Arithmetic
Physical Education 11 and Physiology 11

Spring Term

English 6 A—Grammar and Composition
Geography 2
History 1—United States History
Mathematics 2—The Teaching of Arithmetic in Rural Schools

Second Year

Fall Term

Chemistry 11—Agricultural Chemistry
English 2—Literature
History 12—History and Geography of Ohio
Manual Training 31 A—Woodworking

Winter Term

Biology 1—Agricultural Biology
Education 3 A—Practice Teaching
Music 11
History 2—Civics

Spring Term

Agriculture 11
Education 2—Social Aspects of Rural Education
Education 3 B—Practice Teaching
Physics 11—Agricultural Physics

SPECIAL TWO-YEAR COURSE IN AGRICULTURE

First Year

Fall Term

Chemistry 31—Farm and Household Chemistry
  A. Qualitative Analysis, six weeks
  B. Organic Chemistry, six weeks
Manual Training 31 A—Woodworking
Biology 31—Bacteriology
Education 11 A—Psychology

Winter Term

Chemistry 32—Farm and Household Chemistry, Quantitative Analysis
Manual Training 32 A—Mechanical Drawing
Physiology 12—Hygiene and Sanitation
Education 11 B—Teaching Process

Spring Term

Physics 11—Farm and Household Physics, and Drainage
Manual Training 33—Metal Work
Agriculture 31—Farm Poultry and Poultry Houses
Education 15 A—Observation and Discussion of Work in the Grades

Second Year

Fall Term

Agriculture 33—Soils and Fertilizers
English 13 A—English Literature
Education 12—School Management
Education 15 A—Practice Teaching, one hour daily
Library Economy 11—Two periods each week

Winter Term

Agriculture 34—Farm Animals, Feeds, and Feeding
Agriculture 36—Farm Dairy, and Dairy Products
English 13 B—American Literature
Education 15 B—Practice Teaching, one hour daily

Spring Term

Agriculture 32—Farm Crops, Orchards, Garden, and Landscape Gardening
Agriculture 11—Agriculture in the Grades, or } Elect one
Education 2—Social Aspects of Rural Education }
Economics 11— } Elect one
Geography 11— }
Education 15 C—Practice Teaching, one hour daily

N. B. Students who elect the special course in Agriculture must have had one-half year in botany, one-half year in zoology, one year in physics, and one year in chemistry in a recognized high school. Chemistry 11 and 12 are required of all students who have had no high school chemistry. These credits cannot be offered as part requirement for the diploma in Agriculture.

SPECIAL TWO-YEAR COURSE IN PUBLIC SCHOOL ART

First Year

Fall Term

Art 31—Color, three periods a week
Art 32 A—Freehand Drawing, Course I
Education 11 A—Psychology
English 13 A—English Literature
Library Economy 11—Two periods a week

Winter Term

Art 32 B—Freehand Drawing, Course II
Drawing 12—Public School Handwork
Education 11 B—The Teaching Process
Physiology 11 and Physical Education 11

Spring Term

Art 32 C—Freehand Drawing, Course III
Art 33 A—Principles of Design
Biology 13—Nature Study
Education 15 A—Observation and Discussion of Work in the Grades

Second Year

Fall Term

Art 33 B—Principles of Design
Education 12—School Administration, 6 weeks
English 12—Rhetoric and Composition, 6 weeks
Manual Training 31 A—Woodworking
Elective—One credit

Winter Term

Art 34—Composition and Picture Study
Education 13—History of Education
Education 15 B—Practice Teaching
Manual Training 32 A—Mechanical Drawing

Spring Term

Art 35—History of Art
Art 37—Principles of Public School Art Education
Education 14—Social Aspects of Education
Education 15 C—Practice Teaching
Physical Training required twice a week throughout the course. No credit.

SPECIAL TWO-YEAR COURSE IN HOUSEHOLD SCIENCE AND ARTS

Chemistry 11 and 12 are required of all students who have not had one year of high school chemistry. These credits cannot be offered as part requirement for the diploma in Household Science and Arts.

First Year

Fall Term

Education 11 A—Psychology
Household Science 31 A—Food Study and Food Preparation
Biology 31—Bacteriology
Elective
Chemistry 11—Inorganic Chemistry (required of all students who have not had high school chemistry)

Winter Term

Education 11 B—The Teaching Process
Household Science 31 B—Food Study and Food Preparation
Physiology 11—Hygiene and Sanitation
Elective
Chemistry 12—Inorganic Chemistry (required of all students who have not had high school chemistry)

Spring Term

Household Science 31 C—Special Methods in Food Preparation
Physics 11—Household Physics
Agriculture 11
Education 15 B—Practice Teaching

Second Year

Fall Term

Chemistry 31—Household Chemistry
Art 32 A—Freehand Drawing
Household Arts 34 A—Sewing
Household Science 32—The Teaching of Home Economics, six weeks
Household Science 33—Household Administration, six weeks

Winter Term

Education 13—History of Education
Chemistry 32—Household Chemistry
Household Arts 34 B—Sewing
Education 15 C—Practice Teaching, six weeks
Manual Training 32—Home Planning, six weeks

Spring Term

Education 14—The Social Aspects of Education
Household Arts 34 C and 35—Sewing and Textiles
Household Science 36—Dietetics
Art 36—Home Decoration, six weeks
Education 15 C—Practice Teaching, six weeks
Physical Training required twice a week throughout the course. No credit.

SPECIAL TWO-YEAR KINDERGARTEN PRIMARY COURSE

First Year

Fall Term

Education 11 A—Psychology
Library Economy 11—two periods a week
Art 32 A—Free Hand Drawing
English 13 A—American Literature
Kindergarten 31 A—Kindergarten Theory and Methods—Educational Materials

Winter Term

Education 11 B—The Teaching Process
English 13 B—American Literature
Kindergarten 35—Primary Methods
Kindergarten 31 B—Kindergarten Theory and Methods

Spring Term

Education 15 A—Observation and Practice Teaching, one hour daily
Biology 13—Nature Study
Kindergarten 33—The Art of Story Telling
Kindergarten 31 C—Kindergarten Theory and Methods

Second Year

Fall Term

Education 15 B and 15 C—Practice Teaching, two hours daily
Kindergarten 32 A—Kindergarten Theory and Methods
Music 11—Public School Music

Winter Term

Education 14—History of Education
Physiology 11 and Physical Education 11
Kindergarten 34—Elementary Handwork
Kindergarten 32 B—Kindergarten Theory and Methods

Spring Term

Education 13—Social Aspects of Education
Education 16—Child Study
Kindergarten 32 C—Kindergarten Theory and Methods
Elective—1 credit.
Physical Training required twice a week throughout the course. No credit.

SPECIAL TWO-YEAR COURSE IN MANUAL TRAINING

The satisfactory completion of this course entitles one to the special diploma in manual training and prepares for teaching manual training in graded schools whether they are in the city or in rural communities. One receiving this diploma should also be able to teach the more elementary work in a high school or possibly all that would be given in the smaller high schools. Two years of additional work completing a four-year course intended especially to prepare for high school work will be added.

First Year

Fall Term

Education 11 A—Psychology
Library Economy 11—two periods a week
Art 32 A—Freehand Drawing
Manual Training 31 A—Woodworking
English 13 A—English Literature

Winter Term

Education 11 B—The Teaching Process
Education 13—The History of Education
Manual Training 32 A—Mechanical Drawing
Drawing 12—Public School Handwork
Manual Training 32C—Home Planning (½ credit)

Spring Term

Education 15 A—Observation and Discussion of Work in the Grades
Art 33 A—Principles of Design
Manual Training 31 B—Woodworking
Manual Training 34—Manual Training Literature (½ credit)
Manual Training 33—Metalworking

Second Year

Fall Term

Manual Training 35—History of Manual Training
Manual Training 32 B—Mechanical Drawing
Manual Training 31 C—Woodworking
Education 15 B—Practice Teaching

Winter Term

Manual Training 36—The Teaching of Manual Training
Manual Training 32 D—Constructive Design
Education 15 C—Practice Teaching
Elective—1 credit

Spring Term

Manual Training 37—Organization of Manual Training
Manual Training 31 D—Woodworking
Education 15 C—Practice Teaching
Elective—1 credit

SPECIAL TWO-YEAR COURSE IN PUBLIC SCHOOL MUSIC

First Year

Fall Term

Education 11 A—Psychology
English 13 A—English Literature
Library Economy 11—Two periods a week
Music 11—Sight Singing and Methods
Voice and Chorus

Winter Term

Education 11 B—The Teaching Process
Physiology 11 and Physical Education 11
English 13 B—American Literature
Music 32
Voice and Chorus

Spring Term

Education 15 A—Observation and Discussion of Work in the Grades
Biology 13—Nature Study
Music 33 A—Music History, three periods a week
Music 34 A—Melody Writing, two periods
Voice and Chorus
Elective

Second Year

Fall Term

Education 12—School Administration, six weeks
Education 15 B—Practice Teaching, one hour daily
Music 34 B—Harmony, two periods a week
Music 33 B—History, two periods
Music 35 B—Conducting, one period
Voice or piano, and chorus
Elective

Winter Term

Education 14—History of Education
Education 15 C—Practice Teaching, one hour daily
Music 34 C—Harmony, two periods a week
Music 35 A—Methods, two periods
Music 36—Child Voice, one period
Voice or piano, and chorus
Elective

Spring Term

Education 13—The Social Aspects of Education
Art 35—Art Appreciation
Music 34 D—Harmony, two periods a week
Music 37—Supervision, three periods a week
Physics 11
Voice or piano, and chorus
Physical Training required twice a week throughout the course. No credit.

SPECIAL TWO-YEAR COURSE IN PHYSICAL EDUCATION

First Year.

Fall Term

Education 11 A—Psychology
Library Economy 11—two periods a week
Chemistry 11—Inorganic Chemistry
Physical Education 31—Calisthenic Games, Tactics and Fancy Steps
English 13 A—English Literature

Winter Term

Education 11 B—The Teaching Process
Physiology 11—Elementary Sanitary Science
Chemistry 12—Inorganic Chemistry
Physical Education 32—Light Apparatus Work and Basketball

Spring Term

Education 15 A—Practice Teaching, one hour daily
Economics 11
Physical Education 33—Folk Dancing
Physical Education 34—Advanced Games and Floor Work

Second Year

Fall Term

Education 12—School Administration, six weeks
Physical Education 37—Anthropometry
Physical Education 35—Advanced Gymnastics
Physical Education 36—Rhythm
English 12—Rhetoric and Composition, six weeks

Winter Term

Education 13—History of Education
Education 15 B—Practice Teaching
Physiology 12—Hygiene and Sanitation
Physical Education 35 B—Advanced Gymnastics and Gilbert Dancing

Spring Term

Education 14—The Social Aspects of Education
Physical Education 38—Kinesiology
Education 15 C—Practice Teaching
Physical Education 39—The Teaching of Physical Training
Physical Training required twice a week throughout the course. No credit.

SPECIAL TWO-YEAR COURSE IN AGRICULTURE AND MANUAL TRAINING

First Year

Fall Term

Education 11 A—Psychology
Library Economy 11—Two periods a week
Chemistry 31—Farm Chemistry
  a. Qualitative Analysis
  b. Organic Chemistry
    (Chemistry 11 and 12 prerequisites)
Manual Training 31 A—Woodworking
Drawing 32 A--Freehand Drawing

Winter Term

Education 11 B—The Teaching Process
Chemistry 32—Farm Chemistry, Quantitative Analysis
Manual Training 32 A—Mechanical Drawing
Drawing 12—Public School Handwork
Manual Training 32 C—Home Planning (½ Credit)

Spring Term

Education 15 A—Observation and Discussion of Work in the Grades
Physics 11—Farm Physics and Drainage
Manual Training 31 B—Woodworking
Art 33 A—Principles of Design
Manual Training 34—Manual Training Literature (½ Credit)

Secod Year

Fall Term

Agriculture 33—Soils and Fertilizers
Biology 31—Bacteriology
English 13 A—English Literature
Education 15 B—Practice Teaching

Winter Term

Education 13—History of Education
Agriculture 36—Farm Dairy and Dairy Products
Manual Training 36—The Teaching of Manual Training
Education 15 C—Practice Teaching

Spring Term

Agriculture 31—Farm Poultry and Poultry Houses
Manual Training 33—Metalworking
Education 15 D—Practice Teaching
Elective—One credit

DEPARTMENTAL STATEMENTS

DIPLOMA AND DEGREE COURSES

DEPARTMENT OF AGRICULTURE

Agriculture 11—Agriculture in the Grades. A general introductory course for teachers in rural schools or for teachers in the grades in the city. This course will cover the entire subject in a general way, treating every important topic. Its purpose is to present the fundamental principles of agriculture in a way which may be understood by beginning teachers who have had no special preparation in the related sciences. The state law requiring all teachers in rural and village schools to teach agriculture makes it necessary for teachers to be trained in the essentials at least. The subject matter and the methods will be selected and adapted with special reference to teaching in the elementary grades.

Spring term. One credit.

Agriculture 31—Farm Poultry and Poultry Houses. Classes and breeds, poultry industry, economic aspects, systems of poultry keeping, coops and buildings, nutrition, poultry foods, incubation, egg production, poultry for the table, diseases, principles of breeding, poultry exhibitions, poultry judging, and pure-bred poultry. Prerequisite, zoology.

Spring term. One credit.

Agriculture 32—Farm Crops, Orchards, Garden, and Landscape Gardening. A careful study of the crops usually grown on the farm. These are corn, wheat, rye, oats, barley, red clover, soy beans, cow peas, alfalfa, timothy, millet, and potatoes. The crops will be considered in their adaptability to the types of soils. Seed selection, plant breeding, manufactured food products, commercial by-products, also a brief historical account. Varieties of fruit trees and brush fruits. Budding, grafting, spraying, pruning, setting trees, selection of vegetables for the garden methods of cultivation, planting calendar, scraping calendar, marketing fruits and vegetables, hot bed, and green house. Prerequisite, botany.

Spring term. One credit.

Agriculture 33—Soils and Fertilizers. Origin of soils. Glaciation. Weathering. Erosion. Physical and chemical composition. Capacity for retaining and liberating plant food. Soil types. Adaptability to various crops. Organic matter. Soil texture. Aeration. Conservation of moisture. Testing for acidity. Testing for carbonates. Flocculation. Extended study of nitrogen, phosphorus, potassium, calcium, limestone, nitrate of soda, ammonium sulphate, rock phosphate, kainit, muriate, and complete fertilizers. Farm manures, green manures, nitrification, legumes, organic matter, and crop residues. Analysis of soils, commercial fertilizers, manures, farm crops, and feeds. Prerequisites, botany, zoology, bacteriology, and chemistry. *Fall term. One credit.*

Agriculture 34—Farm Animals. Feeds, and Feeding. A study of the classes and breeds of horses, cattle, sheep, swine. The good points in each breed and how to judge. The laws of heredity, and the importance of pure-bred animals, and pedigrees. Feeds for nutritive ratio, and balanced ration. Rations for animals, and rations for special production, as beef, pork, eggs, and milk. Feeding standards, and their origin. Condiments, remedies, and animal diseases. Care and management. Prerequisites, botany, zoology, and chemistry. *Winter term. One credit.*

Agriculture 35—Farm Dairy and Dairy Products. The farm dairy and the dairy products will form the basis of this course. The subjects treated are composition of milk, dairy types of cattle, care of dairy, care of milk, Babcock milk test, fermentation of milk and its control, marketing milk, cream separation, the ripening of cream, butter making, cheese making, and the by-products of the dairy. A number of related topics will be treated. Prerequisites, botany and bacteriology. *Winter term. One credit.*

DEPARTMENT OF PUBLIC SCHOOL ART

Drawing 11—Public School Art. This course is a survey of the different lines of art work in the public school. The study of representation in its aspects of primary illustration, blackboard drawing, simple problems in perspective and nature drawing. Color study in the grades and design as applied to elementary school problems. Two hours studio work daily.

Spring term. One credit.

Drawing 12—Public School Handwork. This courses is a consideration of the aims and processes of such handwork as may be done in any school. Problems of graded difficulty will be worked out in clay, weaving, paper folding, cardboard construction, basketry, simple book binding and needle work. Two hours studio work daily. *Winter term. One credit.*

Art 31—Color. The purpose of this course is to develop ability to see and enjoy color and use it with taste and judgment. The work will be a review of the different systems of color teaching, names and relations of color, color schemes, analysis and matching of colors in natural objects. *Fall term. One credit.*

Art 32 A—Freehand Drawing, Course I. The kinds and uses of drawing. Principles of perspective, curvilinear and rectangular. Nature drawing and simple groups of still life in charcoal, pencil, crayons and water colors. *Fall term. One credit.*

Art 32 B—Freehand Drawing, Course II. Continuation of Course I. Water color, charcoal, crayon and pencil studies from plant forms, still life and pose. *Winter term. One credit.*

Art 32 C—Freehand Drawing, Course III. Continuation of Course II. *Spring term. One credit.*

Art 33 A—Principles of Design. Space breaking and the adaptation of plant forms to book covers, portfolios, etc. Conventionalization, lettering, etc. *Spring term. One credit.*

Art 33 B—Continuation of Art 33 A. Wood-block printing, stenciling, pottery, simple metal and needle work. *Fall term. One credit.*

Art 34—Composition and Picture Study. Arrangement of landscape features and plant forms. Composition in pictures. Picture Study for the grades. References to Dow's Composition and Poore's Pictorial Composition and assigned reading. *Winter term. One credit.*

Art 35—History of Art. Lectures and assigned reading. Note books with illustrations. *Spring term. One credit.*

Art 36—Home Decoration. This is a half-credit course intended to supplement the course in home planning offered in the Manual Training Department for students of Household Science

and Arts. Some principles of design will be given, color schemes studied, and enough freehand perspective to enable the student to make sketches of simple interiors.

Spring term. One-half credit.

Art 37—Principles of Public School Art Education. A consideration of the different branches of public school art and their relation to each other. Aims and standards of the work in its progression through the grades. Making tentative plans and courses. Mr. Sargent's Fine and Industrial Arts in Elementary Schools will be used.

Spring term. One credit.

DEPARTMENT OF EDUCATION

Education 11 A—Psychology. The purpose of this course is to aid the student, first, in the selection and understanding of some of the general laws of psychology as established by recent investigations; second, to indicate various ways in which such knowledge may be utilized by the teacher.

Part I. Some of the topics discussed are as follows: the biological theory of the mind in relation to psychology and life; relation between mind and body; the nature and purpose of instincts; native and acquired reactions; the laws of association, etc.

Part II. The discussions will cover among others the following topics: the nature and purpose of images and memories; the acquisition of ideas; the will; the emotions. Part I is prerequisite to this course but may be taken in conjunction with it.

Fall term. One credit.

Education 11 B.—The Teaching Process. A number of excellent books have been published in recent years, dealing with the principles of the teaching process from various points of view. It will be the purpose of this course to contrast these different points of view.

A regular text will be used, and in addition much reading and reporting from library references will be required.

The following topics indicate the nature of the work covered. Aims and function of education; what is it to teach; general factors conditioning the teaching process; special factors which are neces-

sary so as to conform with the child's physical nature; shaping instruction to conform with the child's social environment; laws of teaching; interest; effort; the Formal Steps, their advantages and disadvantages; how to study, and how to teach children to study, etc. *Winter term. One credit.*

Education 12—School Management. A six weeks' course especially adapted to the needs of teachers of limited experience. The particular problems considered here are those of the classroom, rather than those of the school system as a whole. Teachers of considerable experience will probably find the course in School Administration and Supervision better adapted to their needs. The chief aims here are to aid the beginner in the mastery of schoolroom technique; to assist her in acquiring skill in the instruction of the class as a whole, while at the same time she is gaining knowledge of each individual of the group which will enable her to suit her instruction to his particular needs. Much stress will be laid upon those qualifications which the teacher must possess in order to be efficient in school management. *Fall term. One-half credit.*

Education 13—History of Education. An intensive study of the history of modern education from the Revival of Learning to the present time. A study of the historical reasons for the introduction of the various subjects into the common school curriculum, and the history of the development of these phases of modern educational methods which are in constant use in the school room today.

Winter term. One credit.

Education 14—Social Aspects of Education. The processes of learning as conditioned by the social environment both within and without the school. The necessity of a knowledge of social conditions in teaching. Certain features in education that are likely to be overlooked by the teacher out of touch with social conditions are emphasized.

Part I. The following broad general outline of topics will indicate the scope and purpose of the work. The social view of education; the social relations of home and school; the school as a social center; the playground movement; vocational education; the social life of the school; the rural situation; etc.

Part II. The discussions of the first half of this course are mainly concerned with the external social relations of education,

while those of the second half deal more especially with the *internal* relations of the school as a social group, their bearing upon the life of the school in general, and upon the learning activity in particular.

Spring term. One credit.

Education 15 A—Observation and Discussion of Work in the Grades. *Spring term. One credit.*

Education 15 B—Practice Teaching. *One credit.*

Education 15 C—Practice Teaching. *Two credits.*

Education 16—Child Study. The purpose of this course is to make the student acquainted with as much of the available, worthwhile material on child life as the time allotted to the subject will permit. For the sake of convenience a text is used for part of the work; in addition, a large number of library references on special topics are assigned, and each student must read, and report (or else make notes to be handed to the instructor) upon a designated number of the references.

The following, somewhat arbitrary division of the subject seems to provide a good working outline; (1) from birth through the fourth year of life; (2) from the beginning of the fifth to the beginning of the eighth year, or thereabouts; covering an extremely important epoch in the child's life; (3) the years from eight to twelve inclusive, when the child seems to be husbanding his forces for the onslaught of "adolescence"; (4) adolescence, the final period of study, which covers approximately the years from twelve to eighteen inclusive.

The basic principles underlying the whole course are (1) that the general principles of adult psychology alone do not offer a proper interpretation for child life; (2) that the psychology of a child is almost wholly dependent upon his physical condition, consequently his physical nature must receive careful and serious consideration.

Spring term. One credit.

Education 26—Educational Psychology.

Part I. Special attention is given to the facts of mental life that are closely connected with the science and art of teaching. The following general topics will indicate something of the nature and scope of the work: the fundamental elements of the learning process; the application of the general principles of learning; the relation of consciousness to reflex activity; the educability of in-

stincts and habits; the problem of transfer of training; economy in association, etc. *One-half credit.*

Part II. The following topics will be discussed in this course: the culture epochs theory; adolescence, its general characteristics and its relation to school progress; fatigue; the doctrine of interest; habits and their formation; the influence of environment versus heredity; the transmission of acquired traits; motor expression in relation to education; learning by trial and error; play in relation to education; instincts; the nature of thinking; imitation in education; individual variations; volition and moral education; etc.

The work will be conducted upon the seminar plan; a regular text will be used, but daily reports will be required upon assigned readings. Psychology 11 A or its equivalent, a prerequisite to this course. *One-half credit.*

Education 27—School Administration. An advanced course for superintendents, supervisors, principals and teachers of broad experience.

Part I. The units of administration here considered are the city, county, and district systems. School organization; conflicting interests and demands to be co-ordinated and harmonized; the financing of the system; school sites and buildings; the teaching corps, its selection and its improvement while in service; the nature and purpose of the course of study; the selection of text-books; the relation of state and national governments to school administration, etc.

This course includes also a careful study of the problems and methods of supervision as set forth by leading authorities.

One-half credit.

Part II. In addition to the above considerable time will be given to a critical discussion of various bulletins published by the United States Bureau of Education upon such timely topics as the following: economy of time in education, educational surveys; special features of city systems; organized health work in schools; teachers' salaries and the cost of living; teachers' pension systems; reorganization of secondary education; etc. *One-half credit.*

Education 28—History of Education. A study of the history of educational ideals and practice from the earliest times to the present. Emphasis is placed on the theoretic conceptions and the social forces which were especially influential in determining specific

forms of organization, on the spirit and content of instruction, at different stages of educational development. A careful study is made of the doctrines of educational leaders and reformers and of their influence on school room practice. The course concludes with a survey of the progress of education in the nineteenth century, special attention being given to the evolution of national school system in foreign countries and to the influence of the modern scientific spirit upon educational theory and practice.

PART I. From the earliest times to the Renaissance.
One-half credit.

PART II. From the Renaissance to the present.
One-half credit.

Education 29—SOCIOLOGY. The subject matter of sociology; its relation to other social sciences; society viewed as an organism; the institution of family, business, church, school and state as units in the social organization. The study of society with attention given to these principal forms of social organization becomes the basis for the study of the interaction of the school and the social forces of the community. *One credit.*

DEPARTMENT OF ENGLISH

English 11A—ENGLISH IN THE LOWER GRADES. This course is a study of the initial steps in learning to read, telling stories and writing the simple thoughts of childhood. A survey is made of the methods employed in teaching the mechanics of reading, and exercises are given to illustrate concretely the development of these methods. This work is planned to cover the first four years in such a manner that the mechanics of English are well understood and the pupil is prepared to begin the interpretation of literature and the mastery of his own expression. Text: Hosic, Elementary Course in English. *Spring term. One-half credit.*

English 11B—ENGLISH IN THE UPPER GRADES. Literature in relation to the needs of child life. Critical examination of literature suitable for the different grades—what to teach and how to teach it. Language teaching in the various grades; the factors involved in cultivating the habit of writing and speaking correctly; right and wrong standards for judging the efficiency of the work done; practices that stand in the way of developing in the child the power of self expression. Text: MacClintock, Literature in the Elementary Schools. *Spring term. One-half credit.*

English 12—Grammar and Composition—Advanced Course. This course is planned for those who wish to cultivate a better style of writing. It is open only to advanced students who have shown ability in the elementary course. The rules of editing, journalistic work and writing of live stories form the nucleus of this course. The various forms of writing are practiced and constant effort is made to arouse a wholesome interest in writing that the joy of original composition may become a part of the virile influence the teacher exercises over her pupils.

Fall term. One-half credit.

English 13A—Representative American Literature. This course is a survey of the History of American Literature, made by studying the selections best representing the chief epochs of our literature. Selections are made from the following list:

(a) Selections from Cairns's "Selections from Early American Writers," 1607-1800.
(b) John Woolman's Journal.
(c) Franklin's Autobiography.
(d) Alhambra.
(e) One story from the Leather Stocking Series
(f) Bryant's Forest Hymn.
(g) Emerson's Self-Reliance.
(h) Thoreau's Walden.
(i) Selections from Hawthorne's Short Stories.
(j) Short poems from Longfellow, Whittier, Lowell and Holmes.
(k) Poe's Poetry.
(l) Harris' Uncle Remus.
(m) Page's Meh Lady.
(n) Selections from Harte, Twain, Riley, et. al.
(o) Silas Lapham.

Fall term. One credit.

English 13B—Representative English Classics. This course covers the field of English literature by studying the best selections from the principal periods of the history of English literature. A text book is used only as a connecting link, and virtually the whole time is given to a literary interpretation of the selection and to the ascertaining of the bearing that the social relations and political ideas of the times have had on the literature.

These selections are changed from term to term. The list for the fall term of 1913 gives an idea of the range covered. It is as follows: Beowulf, Chaucer's Prologue and Knight's Tale, a portion of Spenser's Faerie Queene, Shakespeare's Macbeth, Milton's Minor

Poems, Pope's Essay on Man, Goldsmith's Vicar of Wakefield, a few of Tennyson's Lyrics, and specimens of Kipling's Short Stories. *Winter term. One credit.*

English 21—VICTORIAN LITERATURE. This course covers three forms of literature. The work will alternate so the students will have an opportunity to study the essay, the novel, or poetry. Macaulay, Arnold and Carlyle are the authors studied in the essay; Dickens, Thackeray, and Eliot in the novel; and Arnold, Browning and Tennyson in poetry. Each of these forms is a unit of study for one term. Prerequisite; English 13A and 13B or their equivalent. *One credit.*

English 22—SHAKESPEARE. A study of four or five of Shakespeare's master tragedies and comedies. The analysis of these plays is comprised of two chief points: ascertaining the facts relative to the plays; and organizing these facts into a logical and teachable scheme. Supplementary readings are suggested and a list of the best references are studied with the view of choosing a good, even if small, library of references. Attention is called to modern developments of the drama, and exercises in original composition are given to fix in memory the fundamental principles of dramatic structure. Prerequisite: English 13A and 13B or their equivalent. *One credit.*

English 23—THE SHORT STORY. This course deals with the history and development of the short-story from the Decameron to our own day. The changes in thought and form are traced and explanations for these changes are attempted. Prerequisite: English 13A, 13B, 6A and 12, or their equivalent. *One credit.*

English 25—EIGHTEENTH CENTURY LITERATURE. A study of the development of prose form in the eighteenth century. The selections studied include Swift's Gulliver's Travels, Essays of Addison and Steele, Goldsmith's Vicar of Wakefield, Samuel Johnson's Rasselas, and some of the choice essays of Hazlitt. This course covers, in as careful manner as possible, the development of the essay form. Prerequisite: English 13A and 13B or their equivalent. *One credit.*

English 26—LITERATURE OF THE ROMANTIC PERIOD. This course introduces the new movement that had its inception with Gray's poetry and Lamb's Essays, but did not come to its full

powers until the development of Southey, Wordsworth and Coleridge. The selections used are taken from Burns, Sir Walter Scott, Jane Austen, Wordsworth, Coleridge, Shelley and Byron. The free, original and seemingly erratic form used, the high regard for nature leading to an intense reverence for God, and a longing for universal equality in men and some of the fundamental notions found in Romanticism, are developed in this course. Prerequisite: English 13A and 13B or their equivalent. *One credit.*

English 27—THE TEACHING OF HIGH SCHOOL ENGLISH. This course is for advanced students, preferably those who have had some college work.

(a) Construction of a systematic course.
(b) Writing and criticizing specimens of composition from the eighth, ninth, tenth, eleventh and twelfth grades.
(c) Organizing and teaching various selections of the classics suitable for high school use.
(d) A discussion of the best reference books and magazines on the teaching of English.
(e) Some original work in ascertaining the actual present-day conditions of English teaching, and evolving some means of bettering or systematizing these conditions.
(f) Collecting and organizing books for supplementary reading.

One credit.

Reading 11—READING IN THE GRADES. The aim in this course will be to develop the student's ability to read by practice in reading classic selections in literature. Attention will be paid to the elements of vocal expression and to the interpretation of thought through the study of the mechanics of reading. Articulation, enunciation and pronunciation will receive special attention.

Winter term. One credit.

DEPARTMENT OF GEOGRAPHY

Geography 11—THE PRINCIPLES OF GEOGRAPHY. This course deals with the important land forms and climates in their relation to life. The natural regions of the world. Controls and responses. Regional geography. Field and laboratory work. (Prerequisite to Geography 12.) Text: Elements of Geography; Salisbury, Barrows and Tower. *Spring term. One credit.*

Geography 12—Geography in the Grades. The selection and organization of geographical subject matter for the several grades with consideration of methods of teaching this material. Certain geographical units will be studied as types, and lessons planned and discussed in class will be taught in the training school. Home geography through excursions. Prerequisite—Geography 11. Text: The Teaching of Geography, Sutherland. *Fall term. One credit.*

Geography 13—A Course for Tfachers in Primary Grades. This course deals with some elementary principles in anthropogeography; primitive peoples and life; simple environments and responses; Eskimo life; life in the grass lands; lessons in home geography. Prerequisite—Geography 11. *One credit.*

Geography 21—Physiography (Advanced.) A course for teachers of Physical or Commercial Geography in high school. It involves advanced study of physiographic processes and their results, and the elements of climate. Field and laboratory work. *One credit.*

Geography 22—Economic Geology. A study of the minerals and ores of commercial importance, their origin, occurrence and distribution. Geologic structures and processes related to concentration of ores. *One credit.*

Geography 23—Climatology. A study of climate considered especially in its relation to the life of man. The circulation of the atmosphere, rainfall and climatic regions of the earth, the zones and life regions. *One credit.*

Geography 24—Regional Geography. A study of the physiographic and climatic features, and the natural resources of a continent. The influence of geographical conditions and manner of life, industries, cities and historic events. North America or Europe. *One credit.*

DEPARTMENT OF HISTORY

History 11—1. History in the Upper Grades. Certain periods of American History are selected for study by the class. In this study the following points are emphasized:

a. What constitutes a teacher's knowledge of a subject in history?

(1) Its place in the whole field of American History.

(2) Its place in the period of which it forms an immediate part.

(3) The necessity of a knowledge of details related to the main topic or subject.

(4) All the various factors, including the personal, which influenced the outcome of certain combinations and situations.

This reveals the necessity for much secondary and *source material* such as speeches, letters, diaries, memoirs, laws, newspaper reports, party platforms, resolutions, biographies, reports of various meetings of societies, churches and political parties.

b. How to study history. The reënforcement of historical knowledge by studying a subject from a variety of viewpoints. The correlation of national and state history illustrated by a study of the position of Ohio in relation to great national problems and movements, such as westward migration, the Missouri Compromise, Internal Improvement, the Tariff, Abolition and Anti-Slavery, the Compromise of 1850, and the Kansas-Nebraska Act.

c. Devices for teaching history. Maps, pictures, diagrams, charts, atlases, the best secondary and source material and where it may be obtained. Writing and telling stories, the correlation of history and hand-work in the grades, pictures and illustrative literature, poems, novels and stories.

2. History in the Lower Grades. This course is mainly concerned with what historical material should be presented in the lower grades and the effective adaptation of this to the experience of the pupils in those grades. Much of the work suggested in History in the Upper Grades constitutes an essential part of a preparation for teaching history in the lower grades. Methods and devices, such as pictures, stories, biographies, formal hand-work, map drawing, the choice of texts and the planning of reference lists are intricately associated with the problems in subject-matter and are approached through the subject as one of the two determining factors of the methods employed.

Various problems in early United States history, such as the planting of colonies, geographic influences, the social and industrial activities in the colonies, and the lives of the leading men who participated in the important movements are studied. Attention is given to selected chapters in McMurry's work on method, Strayer's Teaching Process and others of a similar character.

Winter term. One credit.

History 12—History of Ohio. Geographic conditions of location, soil, climate, and natural resources, as determining the

industrial, social and political life of the state, will receive special attention. The Northwest Territory. Early settlements. Sources of the early population of the different sections of the state. Organization and admission into the Union. Ohio and the war of 1812. Internal improvements. Political development. Attitude of the state toward questions connected with slavery. Ohio and the Civil War. Later developments. *Fall term. One-half credit.*

The following advanced courses presuppose a thorough elementary knowledge of the subjects as a basis. The work will consist of the study of texts, lectures, and readings and reports from the best secondary material and from the original sources.

European History

History 21 A—MEDIAEVAL. The geographical basis of European history. What the middle ages started with. The Roman Empire. The early church. The barbarian invasions. Rise of the Papacy. Charlemagne and his empire. Invasions of the Northmen. The Feudal System. Norman conquests. The Mediaeval church. Conflicts between the Empire and Papacy. The Crusades. Life and culture in the Middle Ages. The development of France. *One credit.*

History 21 B—MEDIAEVAL AND MODERN. Renaissance and Reformation. The Hundred Years' War. European states in the later Middle Ages. The church in the fourteenth and fifteenth centuries. The Italian cities and the Renaissance. The Reformation. Religious Wars. The Old Regime and the French Revolution. France aud Louis XIV. Europe and Louis XIV. Reconstruction of Europe. Rise of Russia and Prussia. The extension of European rivalry. *One credit.*

History 21 C—MODERN. The French Revolution. The Napoleonic Wars and the Napoleonic Empire. Europe after the Congress of Vienna. Industrial and Political Revolutions. The German Empire. The Russian Empire in the nineteenth century. Turkey and the Eastern Question. The expansion of Europe in the nineteenth century. Present day political, economic and social problems of Europe: *One credit.*

History of England

History 22 A—

I. The general relation between the physical features of England and its history.

II. The foundations of Nationality.

a Celtic Britain
b Britain under the Romans
c Saxon England
d The Danish conquest
e Social and political institutions in 1066

III. National organization.

a The Norman Conquest
b England under the Normans
c Comparison and contrast of the institutions under Norman rule with those of the preceding era
d Language and literature, conflicts with the church and the barons, reforms in government, Feudalism, the Mediaeval castle, architecture and building

One credit.

History 22 B—

III. National organization continued.

a Accession, character and reforms of Henry II.
b Henry and the church
c Revolt of the barons
d King John: The loss of the continental provinces, struggle with the church, the Great Charter
e The further development of a united English nation, architecture, universities, writers.

IV. National Awakening

a Edward I and the beginning of the wars of foreign conquest
b The Hundred Years' War
c The dynastic struggle
d Religious reformation
e The early Tudor period
f The reign of Elizabeth
g Voyages and Explorations

V. Political Revolution

The Early Stuarts, Negotiations with Spain, the Pilgrims and the Puritans, the Personal Government of Charles I, Colonization in America. *One credit.*

History 22 C—

V. Political Revolution continued.
  a The Great Rebellion and the Commonwealth
  b The Restoration and the Revolution of 1688

VI. The Era of National Expansion
  a The beginning of party rule in England and the founding of the British foreign policy
  b The Industrial Revolution, the American Revolution and the French Revolution
  c The period of reform
  d The growth of democracy *One credit.*

History 22 D—History of England From 1485 to 1783. A *special course* for teachers of English and American History. The chief purpose of this course is to give a knowledge of those events, movements and characters in English history which have so much to do in determining the history in America during the colonial and revolutionary periods.

The development of England during the Tudor period. The Reformation in England and its influence on the English navy and English commerce, English seamen in the XVIth century and their influence on England's sea power and colonization. English Trading Companies and their work in establishing colonies in America. Motives for colonization. The Puritan Revolution and its influence on the founding and the government of the colonies. England's commercial policy toward the colonies. The Mercantile Theory. Imperial control. Wars with France. The Industrial Revolution. Contrast between the English and American ideas of representation. Political and economic causes of the American Revolution.

One credit.

American History

History 23 A—A Review of the European Background of American History. Colonization and claims to territory made by the nations of Europe. The development of colonial institutions. Political and economic causes of the American Revolution. Political and industrial development during the American Revolution. The Articles of Confederation. The Constitution. Developments from 1789 to 1801. *One credit.*

History 23 B—The Jeffersonian party and policies. The War of 1812 and its political and economic results. The growth of

a national feeling. The Westward movement. The tariff question. Developments during the administration of Andrew Jackson. Slavery and the West: The Missouri Compromise, The Abolitionists, Oregon and Texas. The Mexican War. The Compromise of 1850. Causes leading directly to the Civil War: The Repeal of the Missouri Compromise and the Formation of the Republican Party. The struggle for Kansas. The Civil War and Reconstruction. *One credit.*

History 23 C—Political, industrial and social developments since the Civil War: the negro question, the industrial revolution, capitalism and socialism, free silver and populism, direct government, women suffrage, the growth of judicial review, new nationalism, imperialism, the labor movement, the Roosevelt policies, the progressive movements, "the new freedom." *One credit.*

Government 11—Local government: towns, townships, counties, villages and cities. State governments: the legislature, executive and judiciary. Suffrage and elections. Political parties and methods of operation. The government of Ohio. The establishment of the Union. Congress and its powers. The presidency, the cabinet, federal judiciary. Territories and dependencies. Citizenship. *Spring term. One credit.*

The following advanced courses presuppose a thorough elementary knowledge of the subjects as a basis. The work will consist of the study of texts, lectures and readings and reports from the best secondary materials and from the original sources.

Government 21—The Organization and Work of the General Government. The following are some of the topics studied: the federal constitution: the origin and chief provisions of and the necessity for. The character of the federal convention. The evolution of the federal constitution. The president: nomination, election and powers. Congress: House of Representatives, Senate, powers, Congress at work, the federal judiciary. *One credit.*

Government 22—Local Government. This course deals with the organization and activities of the township, county, village, city and state, the machinery and operations of political parties and suffrage. Special emphasis is placed on movements toward greater popular control and government as a means of securing the

highest welfare of the individual. A study is made of the various phases of local government in Ohio. *One credit.*

Economics 11—The nature of economic science. Utility, value and price. Competitive price and monopoly price. Cost of production. The law of diminishing returns. The specialization of economic functions. The concentration of industry. Business combinations. Competitive wages. Wages as affected by labor organization. The productivity of capital. Rent, interest and capitalization. Enterprise and business profits. Money. Financial institutions. International trade. Relations of government to the economic organization. *Spring term. One credit.*

DEPARTMENT OF HOUSEHOLD SCIENCE AND ARTS

Household Science 31A—Food Study and Preparation. This course is based on the study of food principles. The composition and nutritive value of food materials and the process of cookery best adapted to each class of foods are discussed and each principle is illustrated by the preparation of simple dishes. The source, history, manufacture, and cost of each food is considered. The laboratory or practical work is designed to acquaint the student with all the fundamental processes of cookery and the most attractive way of serving. Double period daily. *Fall term. One credit.*

Household Science 31B—Food Study and Food Preparation. A continuation of course 31A with a wider application of the principles studied. Visits to meat markets, flouring mills and other manufacturing establishments will be made as each particular subject is taken up and in this practical way the student learns the different cuts of meat, the process of the manufacture of flour, etc. Double period daily. *Winter term. One credit.*

Household Arts 31C—Special Methods in Food Preparation. Special problems as bread and cake making are taken up in this course and an intensive study is made until the pupil has mastered the subject. An application of their knowledge of science is made in these subjects as well as in canning and preserving of fruits and the making of jellies. Double period, daily. *Spring term. One credit.*

Household Science 32—The Teaching of Home Economics. The application of the general principles of teaching to the teaching of various branches of Home Economics in the elementary and high

schools and the correlation with other studies in the curriculum, also the planning of courses and presentation of lessons, with the management and care of the department and with plans for equipping laboratories at various costs.

The laboratory work consists of practice teaching, (Education 15), and observation in the training department.

Fall term. One-half credit.

Household Arts 33—HOUSEHOLD ADMINISTRATION. (1) Evolution of the house; making of house plans; heating, lighting, plumbing and sanitation. (2) House furnishing and decoration. (3) Household management, covering principles of good housekeeping and true economy in expenditure of income.

Fall term. One-half credit.

Household Arts 34A—SEWING. In this course the fundamental principles of hand sewing are taught by the construction of models. The models are retained by the students, to be used as illustrative material in the class room. These lessons are graded, beginning with the simplest forms of sewing on canvas or such fabrics as apron, ginghams and prints. The basting, running, overcasting, and cross stitches are applied first as decorative stitches, and later to the making of useful, simply constructed articles. The various problems that arise in garment making are first worked out by the use of models. Different kinds of seams, hems, putting on bands, plackets. Different methods and applications of darning, patching, buttonholes, etc. More advanced work, done on fine muslin, such as tucking, application of insertion and embroidery, is given. Double period, daily. *Fall term. One credit.*

Household Arts 34 B—SEWING. Direct application of the various problems is made on under-garments. Garments are first designed and patterns are drafted to measurements. This work is followed by a more extensive course in design and drafting. Two complete dresses are made, one is a simple house dress, the other a somewhat elaborate garment. Double period, daily.

Winter term. One credit.

Household Arts 35—TEXTILES. This course takes up the study of fabrics, the study of evolution of spinning and weaving; the manufacture of fabrics and the manufacturing conditions that affect the value of materials; test for adulterations, estimates for the

clothing of children and adults according to various conditions, visits to stores to consider values. *Spring term. One-half credit.*

Household Arts 36—DIETETICS. This course includes a scientific study of food materials in their relation to the daily dietary of families under various conditions of health and environment, a study of the dietary standards and the metabolism of carbohydrates, fats and proteins. A comparison of the nutritive values of the common foods is made by computing, preparing and serving dietaries of specific cost. The students buy their materials, prepare and serve balanced meals. Infant and invalid cookery will be considered, including special diets for special diseases. Invalid trays will be prepared. Double periods, three days a week.

Spring term. One credit.

DEPARTMENT OF MANUAL TRAINING

Diploma Courses

Manual Training 32 A—MECHANICAL DRAWING. This course is intended to give a thorough grounding in the fundamentals of mechanical drawing. The main aim is to secure facility in the use of drawing instruments but a considerable knowledge of orthographic projections and geometric construction will also be gained.

Winter term. One credit.

Manual Training 32 B—MECHANICAL DRAWING. This is a continuation of the work given in 32 A. Special attention is given to orthographic projection, developments and intersection.

Fall term. One credit.

Manual Training 32 C—HOME PLANNING. An effort is made in this course to give enough experience in drawing plans and elevations to enable the students to make plans for school shops, domestic science rooms or simple houses and to understand such plans.

Winter term. One-half credit.

Manual Training 32 D—CONSTRUCTIVE DESIGN. In this course experience gained in several preceding courses serves as a basis for the design of problems in woodworking.

Winter term. One credit.

Manual Training 31 A—WOODWORKING. This is a beginning course in benchwork in wood, planned to give a thorough grounding in the fundamentals of the subject. Although other tools are used, the main aim is to secure facility in the use of various saws and planes. *Fall term. One credit.*

Manual Training 31 B—WOODWORKING. This is a continuation of the work given in 31 A, the main aim being to secure facility in the use of the chisel in joinery and other work. Some time is also devoted to the study of trees. *Spring term. One credit.*

Manual Training 31 C—WOODWORKING. In this course the student is given an opportunity to show how effectively he has learned to use the tools around which the work of the two preceding courses centered and also takes up the use of many special tools. The sharpening of some of the tools is taken up in the preceding courses but a special feature is made of it in this course. A portion of the time is also taken up with a study of methods of presenting woodworking to classes and students give practice demonstrations before the class. *Fall term. One credit.*

Manual Training 31 D—WOODWORKING. Problems designed in course 32 B are made and these will call for the application of inlaying, woodcarving, woodfinishing, decorative metal work, etc. Some time is also devoted to the study of materials and supplies used in manual training. *Spring term. One credit.*

Manual Training 33—METALWORKING. In this course the work is taken up with a view to giving a working knowledge of a few fundamental processes of metalworking, such as chipping, filing, sawing, threading, soldering, etc. *Spring term. One credit.*

Manual Training 34—MANUAL TRAINING LITERATURE. This is a course intended to interest the special students of manual training in the various books and magazines that connect manual training with the large subject of education as well as in those that deal with the details of manual training. *Spring term. One-half credit.*

Manual Training 35—HISTORY OF MANUAL TRAINING. In this course the development of our present manual training work is traced from the time of early European educators, showing how it has been influenced by the work of various educators and educational movements in different countries. *Fall term. One credit.*

Manual Training 36—TEACHING OF MANUAL TRAINING. This is a course in the study of various methods of teaching manual training. The practice teaching of the students forms a basis for a considerable part of this course. *Winter term. One credit.*

Manual Training 37—ORGANIZATION OF MANUAL TRAINING. In this course a study is made of the organization of manual train-

ing in different kinds and grades of schools. Courses of study are planned and equipment and its installation are studied.

Spring term. One credit.

DEPARTMENT OF MATHEMATICS

Mathematics 11—ARITHMETIC IN THE GRADES. This course will lay special emphasis upon the selection of subject matter suitable to the stages of development and life interests of the pupils; a consideration of what should be eliminated; the Doctrine of Formal Discipline versus the demands of industrial efficiency and social needs as a basis for selection; A careful survey of the subject matter throughout the grades with the aim of adapting it more effectively to practical needs and bringing it within reach of the child's comprehension. *Fall term. One credit.*

Mathematics 21—TRIGONOMETRY. Prerequisites—Plane and Solid Geometry, and Algebra. *Fall term. One credit.*

Mathematics 22—COLLEGE ALGEBRA. The usual topics of College Algebra will be presented in so far as this short course will permit. Prerequisite, Mathematics 21 or its equivalent.

Winter term. One credit.

Mathematics 23—ANALYTICAL GEOMETRY. Prerequisite, Mathematics 22 or its equivalent. *Spring term. One credit.*

Mathematics 24 A—DIFFERENTIAL CALCULUS. Prerequisite, Mathematics 23 or its equivalent. *Fall term. One credit.*

Mathematics 24 B—DIFFERENTIAL AND INTEGRAL CALCULUS. Prerequisite, Mathematics 24 A or its equivalent.

Winter term. One credit.

Mathematics 24 C—INTEGRAL CALCULUS. Prerequisite, Mathematics 24 B or its equivalent. *Spring term. One credit.*

DEPARTMENT OF PUBLIC SCHOOL MUSIC

Music 11—PUBLIC SCHOOL MUSIC. This course has two aims: (a) the musical development of the student-teacher and, (b) the presentation of materials and methods that are needed in the teaching of the subject in the public schools.

Attention will be given to such subjects as the development of the sense of rhythm, good tone and how to secure it, methods of

presenting songs, etc. Through the use of the Edison machine and Victor records, students will have an opportunity to get acquainted with a broader field of music. The musical development of the individual includes not only ability to read accurately and interpret in an artistic way, but the ability to listen intelligently and enjoy the works of the great masters. Texts—Lyric Song Series, First Reader and Song Series II (Alys Bentley) or the Eleanor Smith Modern Music Primer, also assigned readings in the library. *Fall term. One credit.*

Music 32—This course includes a special study of material for the primary grades and experience in two and three part singing which is necessary for grammar grade and high school work. Songs by Mrs. Gaynor, Alys Bentley, Eleanor Smith, Neidlinger, Edith Barbour, Fanny Knowlton and other song writers will be studied. There will be a continuation of the appreciation work as offered in Music 11 not only for the sake of a broader knowledge of music and for enjoyment but also for an apperceptive basis in special study of the history of music in the courses to follow. *Winter term. One credit.*

Music 33 A—Music History. General survey of musical history—early canons, folk songs and religious music. Development of the orchestra and of instrumental forms, (Mozart, Haydn, Beethoven.) Operatic reforms, (Gluck). Artistic songs, (Schubert). Text, "Outlines of Music History," Clarence Hamilton, with constant reference to such authorities as Pratt, Dickinson, Parry, Henderson and Grove. *Spring term. One-half credit.*

Music 33 B—Music History. Romantic period in opera and orchestra (Weber to Schumann). Piano music of Weber, Mendelssohn, Chopin, Schumann and Liszt. Wagner's Operas. Operas in other countries (Rossini, Bellini, Donizetti, Verdi, Auber, Meyerbeer, Bizet). The symphonic poem. Critics and criticism. American music. History of public school music. Same texts as in Music 33 A. *Fall term. One-half credit.*

Music 34 A—Melody Writing. The purpose of this course is to make the student familiar with the simplest principles of melodic invention. Such subjects as the following will be

studied—major scales, the various forms of the minor scale, melodic intervals, phrases, periods, modulation, and triads. Students will have practice not only in the writing of melodies but in the analysis of those of great composers as well as song material which will be used in teaching music in the grades.

Spring term. One-half credit.

Music 34 B—HARMONY. *Fall term.*

Music 34 C—HARMOMY. *Winter term.*

Music 34 D—HARMONY. *Spring term. One credit.*

Music 35 A—METHODS. There will be discussion of methods for primary grades, grammar grades, high school and rural school. Students will give lessons before the class illustrating particular problems as special help for monotones, developing senses of rhythm, presenting of rote songs, presenting particular rhythmic problems, etc. *Winter term. One-half credit.*

Music 35 B—CONDUCTING. The use of the baton, the seating of a chorus and similar topics will be considered. The students will have practice in conducting before the class such choruses as are used in high schools. A high school song book and octavo choruses will be the texts. *Fall term.*

Music 36—CHILD VOICE. A study of the care and development of the child voice. Howard's Child Voice in Singing will be the text. Dawson's The Voice of the Boy and Bate's The Child's Voice will supplement the text. *Winter term.*

Music 37—SUPERVISION. Farnsworth's Education Through Music will be the text. Frequent use will be made of articles in School Music and Gidding's The Teaching of Music. A survey will be made of the following music readers—The Modern Series, The New Educational Music Course, The Eleanor Smith Music Course, The Song Series (Alys Bentley) and The Lyric Music Series. The principles underlying these courses will be considered and students will be led to look for the strong as well as the possible weak point in each. *Spring term. One-half credit.*

Chorus Work—This is required of special music students but is open to other students of the school who desire such experience and have sufficient ability. No credit will be given but all students enrolling for such work are required to attend rehearsals just the same as regular classes. There will be one rehearsal of forty-

five minutes a week. Probably two glee clubs will be organized for 1914-15.

DEPARTMENT OF PHYSICAL EDUCATION

Physical Education 11—PHYSICAL EDUCATION IN THE GRADES. School hygiene. Treatment of common physical defects, and practice in methods for detecting them in children. Means for promoting proper physical growth and development. Relation of proper nutrition and physical well being to mind action. Suitable exercises and games for the grades outlined at length and illustrated with classes in the training school.

Winter term. One-half credit.

Physical Education 31—CALISTHENIC GAMES. Tactics. Fancy Steps and Rhythm. *Fall term. One credit.*

Physical Education 32—LIGHT APPARATUS WORK (Dumb bells, wands, clubs, hand balls, etc.), Basket Ball.

Winter term. One credit.

Physical Education 33—FOLK DANCING, GILBERT DANCING, TENNIS, HOCKEY. *Spring term. One credit.*

Physical Education 34—ADVANCED GAMES AND FLOOR WORK. *Spring term. One credit.*

Physical Education 35—ADVANCED GYMNASTICS.

Fall term. One credit.

Physical Education 36—RHYTHM.

Fall term. One credit.

Physical Education 37—THE LITERATURE OF PHYSICAL EDUCATION. Hygiene, Personal and School. Anthropometry.

Fall term. One credit.

Physical Education 38—KINESIOLOGY. Corrective Gymnastics. First Aid to the Injured. *Spring term. One credit.*

Physical Education 39—THE TEACHING OF PHYSICAL TRAINING. *Spring term. One credit.*

DEPARTMENT OF BIOLOGICAL SCIENCE

Biology 11—BOTANY. This course offers a general introduction to the study of plants and includes such subjects as are ordinarily taught in a course in beginning botany. In addition thereto,

special emphasis will be placed upon such topics as hybridization and plant breeding; bacteria, yeasts, molds and mildews in the home; rusts, smuts and blights and their relation to agriculture. The ability to use an analytical key in the identification of common plants is absolutely essential. *Spring term. One credit.*

Biology 12—ZOOLOGY. The primary purpose of this course is to serve as an introduction to the study of the animal kingdom. With this aim in view representative animals of the different branches of the animal kingdom are studied in the laboratory and supplemented by additional material from the text-book. Much attention is given to field work and the study of local animal life. Emphasis is placed upon the ecologic and economic phases. The field work has for its fundamental purpose the imparting of a certain measure of intimacy with living animals in their natural habitat. Special attention is given to the methods of observation, their record and method of interpretation and how they might be utilized for scientific purposes. *Fall term. One credit.*

Biology 13—NATURE STUDY. This is a general course in Nature Study using Thompson's "Biology of the Seasons." The biology of spring, summer, autumn, and winter is taken up in succession and the most striking phenomena of each are studied.

The course includes such topics as the following: the tale of the tadpoles, the return of the birds, migration of birds, spring flowers, summer flowers, summer industries, courtship and song of birds, learning to live, plasticity of life, play of animals, dust of the air, fall of the leaf, autumn fruits, seed scattering, work of earth worms, natural history of rest, old age and death.

Field trips are required of all who take this course and much attention will be paid to the more common plants, birds and insects. *Spring term. One credit.*

Biology 21—FORESTRY. This general course in elementary forestry will include a study of the following topics; the typical woods in its relation to light, soils, moisture, heat and cold; raising or keeping up the forest including the various methods of starting young growth; the care and protection of the forest including thinning and cleaning, protection against injury from animals, injurious plants and the elements; use of the forest, how to estimate and cut timber, other forest products; identification of our more common trees; the physical and chemical properties of our more common woods. *One credit.*

Biology 22—BACTERIOLOGY. This course will treat of the form and structure of bacteria in general, their origin and methods of dissemination, and also a study of the chemistry of the bacterial cell. The food requirements and conditions affecting the growth, such as their relation to the action of sunlight, the influence of heat, the various culture media, and in relation to the atmosphere. One important study will be the relation of bacteria to drinking water and typical diseases caused by bacterial infection. Other subjects will include the following: contamination of water, bacteria in wells, springs and ice, the problem of sewage, bacteria in the soil, the relation of bacteria to the nitrogen cycle, nitrification, denitrification, their relation to farm manures, the preservation of food, such as milk, fresh fruits, butter, cheese, and the canning of fruits. The object of this course is to prepare students in agriculture and in household science for their special work and to give the general student a proper understanding of bacteria in relation to home life.

Prerequisites, Botany, one-half year, Zoology, one-half year, Chemistry, one year. *Fall term. One credit.*

Physiology 11—ELEMENTARY SANITARY SCIENCE with special attention to the influence of the physical conditions of the school upon the health of the children. Problems of cleanliness, dietetics, clothing, ventilation, emergencies, public health, etc., adapted in form and content to the comprehension of pupils in the primary grades, will receive careful consideration. The course will aim, through the organization and presentation of proper subject matter in the schools to increase individual efficiency and improve the physical conditions that determine health.

Winter term. One-half credit.

Physiology 12—HYGIENE AND SANITATION. Good health is more essential than good crops, and in order to maintain good health one must be careful to guard and cultivate it. Illness and low efficiency are due in most instances to neglect of hygienic and sanitary laws. Emphasis will be placed upon personal habits in daily life and conditions in the environment. Some of the topics treated are: proper diet, suitable exercise, personal cleanliness, bacteria in relation to disease, infection, home sanitation, ventilation, systems of heating the home and school, contagious diseases and how disseminated, value of wholesome work, sufficient rest and recrea-

tion. Some knowledge of the structure and the function of the or gans is necessary to make a practical application of the laws of hygien and sanitation. Prerequisite, elementary biology.

Winter term. One credit.

DEPARTMENT OF PHYSICAL SCIENCE

Chemistry 11—General Inorganic Chemistry. This course consists essentially of the fundamental laws of chemistry, such as the law of the conservation of matter, the law of definite and multiple proportions, Law of Boyle, and the Law of Charles. This course considers the composition, tests, and uses of water, a study of hydrogen, oxygen, air, nitrogen, nitric acid and ammonia, acids, bases, salts, neutralization, chemical formulæ. The halogens sulphur, phosphorus, arsenic, antimony, bismuthe boron and silicon. Also carbon and its compounds, the metals of the alkalies and the alkaline earths, and aluminum including its alloys. The student will acquire skill in the manipulation of chemical apparatus and the general management of laboratory equipment. The underlying principles are studied intensively and emphasis is placed upon their relation to *daily life. Fall term. One credit.*

Chemistry 12—General Inorganic Chemistry. A continuation of Chemistry 11 which prepares the student for Qualitative Analysis and Organic Chemistry. Some of the elements of organic substances are introduced to make a more general course for students who cannot pursue more than two terms of chemistry. In addition to a continuation of inorganic compounds, a general study of organic compounds relating to daily experience will be required. It will include a study of leather, wool, silk, cotton, principles involved in the preservation of foods, soils, fertilizers, human and animal foods, milk and in relation to composition and daily use and preservation, spraying and insecticides. These courses are intended for students who wish to specialize in Agriculture or Household Science, or for those who feel they cannot pursue the subject further.

Winter term. One credit.

Chemistry 31 A—Farm and Household Chemistry. Qualitative Analysis. Nomenclature of salts, bases, and acids. Solubility of chlorides, hydroxides, sulphides, carbonates, and nitrates. Ionization, law of mass-action, theory of repcipitation,

oxidation and reduction, groups of the acids, systematic analysis, detection of the acids, and a study of potable waters. Prerequisites, Chemistry 11 and 12.

Fall term. Six weeks. One-half credit.

Chemistry 31 B—Farm and Household Chemistry. Organic Chemistry. A study of carbon compounds in connection with their sources and composition. The substances studied include methane, ethane, chloroform, iodoform, methyl alcohol, ethyl alcohol, aldehydes, formic acid, acetic acid, ethereal salts, fatty acids, carbonic acid, glycerine, sugars, petroleum and its products, compounds containing nitrogen, foods, and food tests. This course is well adapted for students who wish to specialize in either Agriculture or Household Science. Prerequisites, Chemistry 11, 12, and 31 A. *Fall term. Six weeks. One-half credit.*

Chemistry 32—Farm and Household Chemistry. Quantitive Analysis. A study of the quantitive balance. Method of weighing. Gravimetric analysis. Solution and precipitate. Filtration and washing. Ignition of precipitate. Determination of iron, sulphuric acid, calcium and magnesium, aluminium, sodium, and potassium. Volumetric analysis. Calibration of vessels and burettes. Acidimetry and alkalimetry. Preparation of normal solutions. Oxidation and reduction. This course prepares students for a quantitive determination of foods, soils, fertilizers and home and farm products. This course is designed for special students in Agriculture and Household Science. Prerequisites, all previous courses in chemistry. *Winter term. One credit.*

Physics 11—Farm and Household Physics. The principles of physics which relate to the farm and farm home will be given emphasis. As an introduction the following will be studied: matter and molecular constitution of bodies, work, energy, heat, temperature, units of work and energy, surface tension aud solutions. Some of the other subjects are: nature and waste of soil, essential constituents of soils, leaching of soils, soil texture, soil grains, pore space in soils, forms of soil moisture, available moisture for crops, movements of soil moisture, conservation of moisture, soil ventilation, soil temperature and ways of controlling, tillage, farm implements, farm drains, wells, springs, principles of draft as applied to farm machinery, maintenance of good roads, sanitary plumb-

ing, and weather forecasting. While the above list does not mention all of the subjects, it will suggest the content of the course in a general way. Prerequisite, high school physics.

Spring term. One credit.

COURSES FOR GRADUATES OF THREE-YEAR HIGH SCHOOLS PRELIMINARY TO THE DIPLOMA COURSES

Biology 11—BOTANY. This course offers a general introduction to the study of plants and includes such subjects as are ordinarily taught in a course in beginning botany. In addition thereto, special emphasis will be placed upon such topics as hybridization and plant breeding; bacteria, yeasts, molds and mildews in the home; rusts, smuts and blights and their relation to agriculture. The ability to use an analytical key in the identification of common plants is absolutely essential. *Spring term. One credit.*

Biology 12—ZOOLOGY. The primary purpose of this course is to serve as an introduction to the study of the animal kingdom. With this aim in view representative animals of the different branches of the animal kingdom are studied in the laboratory and supplemented by additional material from the text book. Much attention is given to field work and the study of local animal life. Emphasis is placed upon the ecologic and economic phases. The field work has for its fundamental purpose the imparting of a certain measure of intimacy with living animals in their natural habitat. Special attention is given to the methods of observation, their record and method of interpretation and how they may be utilized for scientific purposes.

Fall term. One credit.

Chemistry 11—GENERAL INORGANIC CHEMISTRY. This course consists essentially of the fundamental laws of chemistry, such as the law of the conservation of matter, the law of definite and multiple proportions, Law of Boyle, and the Law of Charles. This course considers the composition, tests, and uses of water, a study of hydrogen, oxygen, air, nitrogen, nitric acid and ammonia. Acids, bases, salts, neutralization, and chemical formulae. The halogens, sulphur, phosphorus, arsenic, antimony, bismuth, boron and silicon. Also, carbon and its compounds, the

metals of the alkalies and the alkaline earths, and aluminum including its alloys. The student will acquire skill in the manipulation of chemical apparatus and the general management of laboratory equipment. The underlying principles are studied intensively and emphasis is placed upon their relation to *daily life.*

Fall term. One credit.

Chemistry 12—General Inorganic Chemistry. A continuation of Chemistry 11 which prepares the student for Qualitative Analysis and Organic Chemistry. Some of the elements of organic substances are introduced to make a more general course for students who cannot pursue more than two terms of chemistry. In addition to a continuation of inorganic compounds, a general study of organic compounds relating to daily experience will be required. It will include a study of leather, wool, silk, cotton, principles involved in the preservation of Foods, Soils, Fertilizers, human and animal foods, milk and in relation to composition and daily use and preservation, spraying and insecticides. These courses are intended for students who wish to specialize in Agriculture, Household Science, or who feel they cannot pursue the subject further. *Winter term. One credit.*

Drawing 6—This course is intended for students who have had no work in drawing. It will include nature work, exercises in curvilinear and rectangular perspective in charcoal, crayon, pencil and watercolor. Two hours studio work daily.

Fall term. One credit.

English 6 A—Grammar and Composition, Elementary Course. A study of every-day diction in relation to grammatical laws. More than half of the illustrations of the rules of grammar are drawn from the student's own compositions. The diction of the schoolroom and of the streets are analyzed in original compositions and grammatical exercises. No. rules are learned by rote; the rules of grammar are rather the by-products that are developed in the student's writing experience. Letter-writing is one of the favorite forms used in this course, and the subjects used are mostly incidents and experiences of daily life. Students are instructed in the art of choosing a subject, gathering material, and organizing this material into a coherent and unified composition.

Spring term. One credit.

English 13A—Representative American Literature. This course is a survey of the History of American Literature, made by studying the selections best representing the chief epochs of our literature. Selections are made from the following list:

(a) Selections from Cairns's "Selections from Early American Writers," 1607-1800.
(b) John Woolman's Journal.
(c) Franklin's Autobiography.
(d) Alhambra.
(e) One story from the Leather Stocking Series.
(f) Bryant's Forest Hymn.
(g) Emerson's Self-Reliance.
(h) Thoreau's Walden.
(i) Selections from Hawthorne's Short Stories.
(j) Short poems from Longfellow, Whittier, Lowell and Holmes.
(k) Poe's Poetry.
(l) Harris' Uncle Remus.
(m) Page's Meh Lady.
(n) Selections from Harte, Twain, Riley, et. al.
(o) Silas Lapham.

Fall term. One credit.

English 13B—Representative English Classics. This course covers the field of English literature by studying the best selections from the principal periods of the history of English literature. A text-book is used only as a connecting link, and virtually the whole time is given to a literary interpretation of the selection and ascertaining the bearing that the social relations and political ideas of the times have on the literature.

These selections are changed from term to term. The list for the fall term of 1913 gives an idea of the range covered. It is as follows: Beowulf, Chaucer's Prologue and Knight's Tale, a portion of Spencer's Faerie Queene, Shakespeare's Macbeth, Milton's Minor Poems, Pope's Essay on Man, Goldsmith's Vicar of Wakefield, a few of Tennyson's Lyrics, and specimens of Kiplings Short Stories.

Winter term. One credit.

Geography 6—Physical Geography. This course deals with the land forms and forces that have made and are changing them. Attention will be given to the interpretation and construction of maps. As much time as possible will be given to field work —a direct study of geography and not merely descriptions of it. This field laboratory work is much needed by the teacher.

Winter term. One credit.

Geography 7—INDUSTRIAL GEOGRAPHY. This course, in dealing with the production and distribution of the commodities in wide use from the standpoint of earth control, gives prominence to the causal idea in geography. The principles underlying the manufacturing and commercial industries are fully developed. The study centers about commodities in wide use in the United States and other countries. *Spring term. One credit.*

History 6—HISTORY OF ENGLAND. The geography of England. The Romans in Britain. Saxon England. The conquests of England. England under the Normans The formation of a united English nation. The Hundred Years' War and its results. The Early Tudor period. The Reign of Elizabeth. Characteristics of the monarchy of the Early Stuarts. The Great Rebellion and the Commonwealth. The Restoration and the Revolution of 1688. Foundation of the British Empire. Revolution. The reform period. The growth of democracy. Special attention will be devoted to those problems of political, constitutional, social, industrial, economic and church history that affected the colonization and changes in America. *Fall term. One credit.*

History 7A—UNITED STATES HISTORY. European background of American History, geographic and economic causes leading to discovery of America. Territorial claims in America of the European nations. Geographic conditions in America. Government and social and industrial life in the colonies. Events in England and on the continent of Europe affecting the development in America. Intercolonial union. The Revolution. Adoption of the constitution. The rise of parties. *Winter term. One credit.*

History 7 B—UNITED STATES HISTORY. The Federalist supremacy and the decline of the federalist party. The Jeffersonian Republicans. Causes and occasion of the War of 1812. Results of the War. The National Democracy. The Tariff. Slavery. The Mexican War. Secession and the Civil War. Reconstruction. National development. *Spring term. One credit.*

Mathematics 1—FARM ARITHMETIC. A reorganization of the subject with the aim of eliminating those parts that have little or no practical bearing upon the problems and interest of rural life and adding such as will pertain directly to the work of the farmer and will be enlightening and helpful in a practical way and at the

same time be just as effectual in the development of the mathematical powers of the mind.

Special attention will be given to the methods of teaching the subject to the various grades of pupils. The individual lesson and the subject as a whole will be considered from the viewpoint of the children in the rural districts. *Fall term. One credit.*

Music 11—Public School Music. This course has two aims: (a) the musical development of the student-teacher and (b) the presentation of materials and methods that are needed in the teaching of the subject in the public schools.

Attention will be given to such subjects as the development of the sense of rhythm, good tone and how to secure it, methods of presenting songs, etc. Through the use of the Edison machine and Victor records, students will have an opportunity to get acquainted with a broader field of music. The musical development of the individual includes not only ability to read accurately and interpret in an artistic way, but the ability to listen intelligently and enjoy the works of the great masters. Texts—Lyric Song Series, First Reader and Song Series II (Alys Bentley) or the Eleanor Smith Modern Music Primer, also assigned readings in the library.

Fall term. One credit.

Physics 11—Farm and Household Physics. The principles of physics which relate to the farm and farm home will be given emphasis. As an introduction the following will be studied: matter and molecular constitution of bodies, work, energy, heat, temperature, units of work and energy, surface tension and solutions. Some of the other subjects are: nature and waste of soil, essential constituents of soils, leaching of soils, soil texture, soil grains, pore space in soils, forms of soil moisture, available moisture for crops, movements of soil moisture, conservation of moisture, soil ventilation, soil temperature and ways of controlling, tillage, farm implements, farm drains, wells, springs, principles of draft as applied to farm machinery, maintenance of good roads, sanitary plumbing, and weather forecasting. While the above list does not mention all of the subjects, it will suggest the content of the course in a general way. Prerequisite, high school physics.

Spring term. One credit.

COURSES FOR TEACHERS IN THE RURAL SCHOOLS

Agriculture 11—AGRICULTURE IN THE GRADES. A general introductory course for teachers in the rural schools or for teachers in the grades in the city. This course will cover the entire subject in a general way, treating every important topic. Its purpose is to present the fundamental principles of agriculture in a way which may be understood by beginning teachers who have had no special preparation in the related sciences. The state law requiring all teachers in rural and village schools to teach agriculture makes it necessary for teachers to be trained in the essentials at least. The subject matter and the methods will be selected and adapted with special reference to teaching in the elementary grades.

Spring term. One credit.

Biology 1—GENERAL BIOLOGY. This is a shorter course intended primarily for those whose time is limited, yet wish to know the general principles of elementary biology. It will include a study of such topics as the nature and needs of living matter; the work of plants, their physiological processes and adaptations, the relation of plants to animals, bacteria in their relation to man, relation and use of animals to man, special adaptations of animals and plants, how plants benefit and harm mankind. Three recitations per week. Laboratory periods two hours each, twice a week.

Winter term. One credit.

Chemistry 11—GENERAL INORGANIC CHEMISTRY. This course consists essentially of the fundamental laws of chemistry, such as the law of the conservation of matter, the law of definite and multiple proportions, Law of Boyle, and the Law of Charles. This course considers the composition, tests, and uses of water, a study of hydrogen, oxygen, air, nitrogen, nitric acid and ammonia. Acids, bases, salts, neutralization, and chemical formulae. The halogens, sulphur, phosphorus, arsenic, antimony, bismuth, boron and silicon. Also, carbon and its compounds, the metals of the alkalies and the alkaline earths, and aluminum including its alloys. The student will acquire skill in the manipulation of chemical apparatus aud the general management of laboratory equipment. The underlying principles are studied intensively and emphasis is placed upon their relation to *daily life.* *Fall term. One credit.*

Drawing 6—This course is intended for students who have had no work in drawing. It will include nature work, exercises in

curvilinear and rectangular perspective in charcoal, crayon, pencil and water color. Two hours studio work daily.

Fall term. One credit.

Education 1—METHOD IN TEACHING. This is a foundation study and should precede the course in Social Aspects of Rural Education. It will be presented from the point of view of the rural teacher. The rural school itself will be the basis for study and will be kept constantly in mind in all discussions.

Attention will be given to the preparation of the teacher; the aims of the school; the daily program; classification; gradation; promotion; the course of study; aids, methods and devices for holding attention and interest; the correlation of studies to economize the teacher's time and effort; practical applications of knowledge; the development method of teaching; teachers' helps; securing the co-operation of patrons; school entertainments; exhibitions; expositions; etc. Text: Dinsmore's Teaching a District School.

Fall term. One credit.

Education 2—SOCIAL ASPECTS OF RURAL EDUCATION. The processes of learning as conditioned by the social environment both within and without the school. The necessity of a knowledge of social conditions in teaching. Certain features in education that are likely to be overlooked by the teacher out of touch with social conditions. The following broad general outline of topics will indicate the scope and purpose of the course: the social view of education; the social relations of home and school; the school as a social center; the play-ground movement; vocational education; the social life of the school; the rural situation; etc. Text: Gillette's Constructive Rural Sociology. Other excellent articles and books will be available, written by such eminent authorities as Bailey, Butterfield and Foght. *Spring term. One credit.*

Education 3 A—PRACTICE TEACHING. *One credit.*

Education 3 B—PRACTICE TEACHING. *One credit.*

English 1—GRAMMAR. Sentence analysis, verbals and parts of speech. *Winter term. One credit.*

English 2—LITERATURE. A careful study of several types of literature to determine as far as possible the nature of literature and its relation to life. Such study will develop in concrete form the aim, method and special problems in teaching this subject in the

schools. Selections from books or leaflets available for use in the grades will be presented to the class to suggest the most effective method for teaching them to the children.

Fall term. One credit.

English 6 A—GRAMMAR AND COMPOSITION, ELEMENTARY COURSE. A study of every-day diction in relation to grammatical laws. More than half of the illustrations of the rules of grammar are drawn from the student's own compositions. The diction of the school room and of the streets are analyzed in original compositions and grammatical exercises. No rules are learned by rote; the rules of grammar are rather the by-products that are developed in the students' writing experience. Letter-writing is one of the favorite forms used in this course, and the subjects used are mostly incidents and experiences of daily life. Students are instructed in the art of choosing a subject, gathering material, and organizing this material into a coherent and unified composition.

Spring term. One credit.

Geography 1—An elementary treatment of those topics of physical and regional geography having the most direct bearing on the teaching of geography in the rural schools. Text: Modern Geography; Salisbury, Barrows and Tower.

Winter term. One credit.

Geography 2—REGIONAL AND HUMAN GEOGRAPHY. The influence of natural conditions on the life of man. Topographic and climatic regions of the earth; vegetation zones; life regions. This course will deal with types of regions and topics such as occur in outlines of geography study for rural schools.

Spring term. One credit.

History 1—A general course in United States history with special emphasis on the lives of our great men. The ways in which geographic conditions have affected the development of the country. Map drawing. Maps and pictures as devices in teaching history, and the use of dramatization, story telling and hand work.

Spring term. One credit.

History 2—CIVICS. Local government: towns, townships, counties, villages and cities. State governments: legislature, executive and judiciary. Suffrage and elections. Political parties and methods of operation. The government of Ohio. The establish-

ment of the Union. Congress and its powers. The presidency, the cabinet, federal judiciary. Territories and dependencies. Citizenship. Subject matter and devices adapted to the various grades, and methods of teaching, with emphasis upon the activities rather than the structure of government.

Fall term. One credit.

History 6—History of England. The geography of England. The Romans in Britain. Saxon England. The conquests of England. England under the Normans. The formation of a united English nation. The Hundred Years' War and its results. The Early Tudor period. The Reign of Elizabeth. Characteristics of the monarchy of the Early Stuarts. The Great Rebellion and the Commonwealth. The Restoration and the Revolution of 1688. Foundation of the British Empire. Revolution. The Reform Period. The growth of democracy. Special attention will be devoted to those problems of political, constitutional, social, industrial, economic and church history that effected the colonization and changes in America. *Fall term. One credit.*

History 12—History of Ohio. Geographic conditions of location, soil, climate, and natural resources, as determining the industrial, social and political life of the state, will receive special attention. The Northwest Territory. Early settlements. Sources of the early population of the different sections of the state. Organization and admission into the Union. Ohio and the War of 1812. Internal improvements. Political development. Attitude of the state toward questions connected with slavery. Ohio and the Civil War. Later developments. *Fall term. One credit.*

Manual Training 1—For description of this course see Manual Training 31 A, page 80. *Fall term. One credit.*

Mathematics 1—Farm Arithmetic. A reorganization of the subject with the aim of eliminating those parts that have little or no practical bearing upon the problems and interests of rural life and adding such as will pertain directly to the work of the farmer and will be enlightening and helpful in a practical way and at the same time be just as effectual in the development of the mathematical powers of the mind.

Special attention will be given to the methods of teaching the subject to the various grades of pupils. The individual lesson and

the subject as a whole will be considered from the viewpoint of the children in the rural districts. *Fall term. One credit.*

Mathematics 2—THE TEACHING OF ARITHMETIC IN THE RURAL SCHOOL. A reorganization of the subject with the aim of eliminating those parts that have little or no practical bearing upon the problems and interests of rural life and adding such as will pertain directly to the work of the farmer and will be enlightening and helpful in a practical way and at the same time be just as effective in the development of the mathematical powers of the mind.

Special attention will be given to the methods of teaching the subject to the various grades of pupils. The individual lesson and the subject as a whole will be considered from the viewpoint of the children to be taught. Calfee's Arithmetic for Rural Schools will be the main text used. *Spring term. One credit.*

Music 11—PUBLIC SCHOOL MUSIC. This course has two aims; (a) the musical development of the student-teacher and (b) the presentation of materials and methods that are needed in the teaching of the subject in the public schools.

Attention will be given to such subjects as the development of the sense of rhythm, good tone and how to secure it, methods of presenting songs, etc. Through the use of the Edison machine and Victor records, students will have an opportunity to get acquainted with a broader field of music. The musical development of the individual includes not only ability to read accurately and interpret in an artistic way, but the ability to listen intelligently and enjoy the works of the great masters. Texts—Lyric Song Series, First Reader and Song Series II (Alys Bentley) or the Eleanor Smith Modern Primer, also assigned readings in the library.

Fall term. One credit.

Physical Education 11—PHYSICAL EDUCATION IN THE GRADES. School hygiene. Treatment of common physical defects, and practice in methods for detecting them in children. Means for promoting proper physical growth and development. Relation of proper nutrition and physical well being to mind action. Suitable exercises and games for the grades outlined at length and illustrated with classes in the training school. *Winter term. One-half credit.*

Physiology 11—ELEMENTARY SANITARY SCIENCE with special attention to the influence of the physical conditions of the

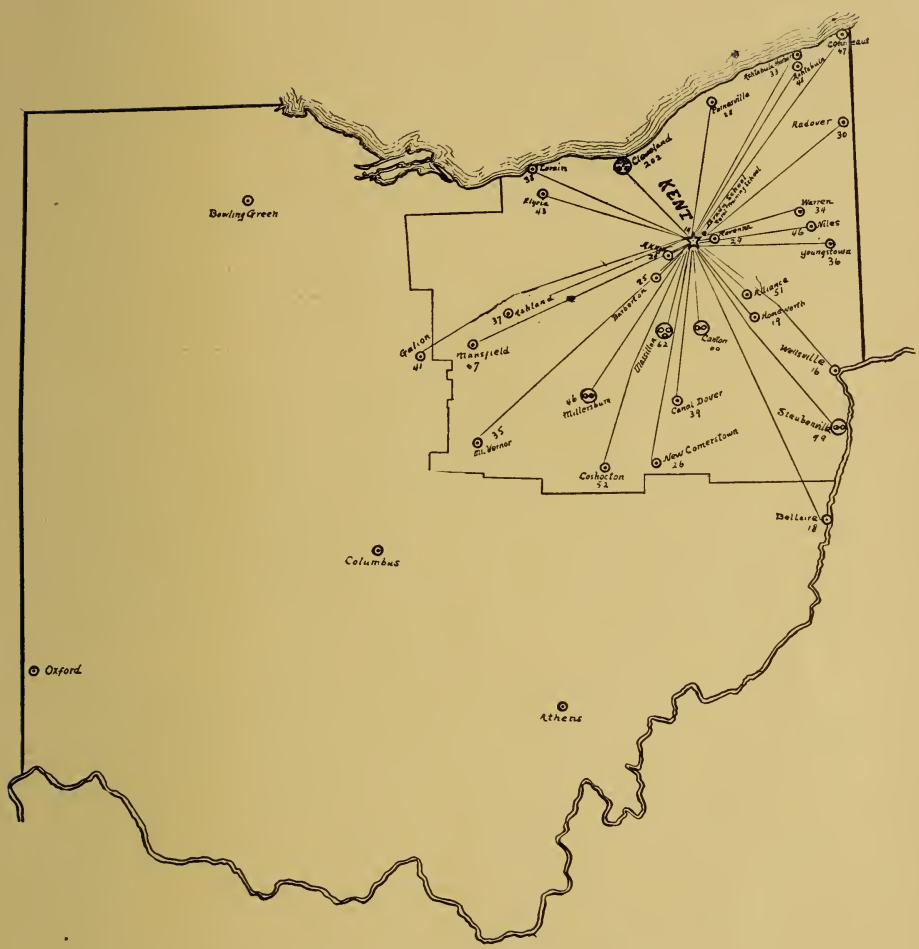
school upon the health of the children. Problems of cleanliness, dietetics, clothing, ventilation, emergencies, public health, etc., adapted in form and content to the comprehension of pupils in the primary grades, will receive careful consideration. The course will aim, through the organization and presentation of proper subject matter in the schools to increase individual efficiency and improve the physical conditions that determine health.

Winter term. One-half credit.

Physics 11—Farm and Household Physics. The principles of physics which relate to the farm and farm home will be given emphasis. As an introduction the following will be studied: matter and molecular constitution of bodies, work, energy, heat, temperature, units of work and energy, surface tension and solutions. Some of the other subjects are: nature and waste of soil, essential constituents of soils, leaching of soils, soil texture, soil grains, pore space in soils, forms of soil moisture, available moisture for crops, movements of soil moisture, conservation of moisture, soil ventilation, soil temperature and ways of controlling, tillage, farm implements, farm drains, wells, springs, principles of draft as applied to farm machinery, maintenance of good roads, sanitary plumbing, and weather forecasting. While the above list does not mention all of the subjects, it will suggest the content of the course in a general way. Prerequisite, high school physics.

Spring term. One credit.

Reading 1—The aim of this course will be to develop the student's ability to read by reading classic selections from literature. Attention will be paid to the elements of vocal expression and to the interpretation of thought through the study of the mechanics of reading. Articulation, enunciation, and pronunciation will receive special attention. *Fall term. One credit.*



Map of Ohio, showing the location of the state educational institutions and the scope of the extension work of the Kent State Normal School. The enrollment in the thirty-nine classes conducted in twenty counties for the first semester of 1914 reached a total of 1419.

EXTENSION CLASS WORK

With the aim of giving the advantages of normal school training to the greatest possible number of teachers and improving the public schools as rapidly as possible the Kent State Normal School organized an Extension Department a year before its buildings were ready for work and during this year twenty-eight classes were conducted at twenty-four centers in eleven different counties enrolling more than one thousand teachers. The enrollment by subjects follows:

Agriculture	418
History of Education	190
Principles of Teaching	252
Psychology	546
Sociology	68
Total number of separate courses	1474

The amount and kind of work given in each course offered is exactly the same as that given in residence. Any work in extension classes for which credit is given toward the diploma, counts for half credit toward the degree. The instructor from the Normal School meets each class once a week. Lessons are assigned and prepared and recitations, from one and a half to two hours in length, are conducted the same as with classes in residence. Usually a student is permitted to enroll in but one subject at a time.

At relatively small expense the state has brought the normal school within reach of teachers in active service on a scale never before undertaken and the results have been studied with interest. The response so far on the part of the teachers to the opportunity offered indicates a strong desire for growth and improvement. The class work under instructors from the Normal School reveals new possibilities in the daily work of the school-room; it suggests new and better ways of meeting the problems in teaching; it tends to minimize the deadening effect of routine by developing scientific interest in the needs of the pupils; but above all it gives new hope and inspiration and therefore new life and purpose to the teacher. The meager salary makes impossible for most teachers leaves of absence for study, and it is manifestly an impossibility to undertake, with any hope of completing it, a systematic course of professional study by attendance at teachers' summer schools alone. The combination of extension class work with summer school study

in such way as to furnish a continuous course with the definite prospect of financial and professional recognition furnishes the necessary moving force in all human endeavor, *an adequate motive.* The opportunity for extension study gives hope and vision to hundreds of teachers, and it is said in Proverbs that "Where there is no vision the people perish."

With the opening of the second year of the school the demand for extension classes was greater than could be met with the resources available. Two instructors gave all of their time to the work and several other members of the faculty taught afternoon and evening classes at various centers. The total enrollment in the thirty-nine classes conducted in thirty-two centers in twenty different counties reached 1611.

At comparatively small cost the entire teaching population of this district could be organized into an extension school under the direction and instruction of the faculty of the Normal School. The inspiration and power resulting from such organization for professional study would bring marked improvement in the work of the public schools.

THE SUMMER TERM

The Long and Short Terms. The Normal School offers in the summer two terms of work. The long summer term is so arranged that teachers in the village and rural districts whose schools close on or before the second Saturday in May can complete one-third of a year's work, counting four credits toward the regular diploma, before August first. This *twelve-weeks term begins May 10, 1915.* Teachers whose schools do not close until May 14, may register for this long term as late as May 17, and make up back work with special help from the instructor. For teachers unable to take advantage of the longer term, *a short summer term of six weeks* is provided with the daily program so arranged that the student may recite twice a day in the same subject, thus making it possible to complete two twelve-weeks courses in six weeks. *This six weeks term begins June 21.*

No student may undertake more than two one-credit courses for the six-weeks term or four one-credit courses for the twelve-weeks term without permission of the faculty and in no case may a student's program total more than two and one-half credits for the six-weeks term or four and one-half credits for the twelve-weeks term.

Professional Training Required. The new school code enacted at the special session of the legislature in 1914 requires of *all* beginning teachers and holders of one-year and two-year certificates professional training in a state normal school or in other training schools for teachers which the State Superintendent of Public Instruction may approve. After January first, 1915 no person will be permitted to begin teaching in Ohio who has not had at least six weeks of professional preparation, and an additional six weeks of such study and training will be required each year thereafter until 1920, after which date the minimum requirement for *all* teachers will be one year of professional study and practical training in a normal school. *Graduates of a State Normal School will be granted a State Life Certificate without examination.* A normal school graduate under the terms of the new minimum salary law commands a higher salary than the teacher without this amount of normal school training.

Normal Diploma and State Life Certificate. It should be

This is a matter of prime importance to teachers in selecting a school for summer study.

KENT STATE NORMAL SCHOOL—SUMMER TERM, 1914

Students—1380 Training Pupils—109 Faculty—43

Normal Diploma and State Life Certificate. It should be noted that all the work offered in the summer term is part requirement for the state diploma. All courses lead directly to a state life certificate. The programs of succeeding summer terms will be so planned that the growing teacher can, without waste of time, work steadily toward professional recognition. To bring this opportunity within the reach of every wide-awake teacher in Northeastern Ohio is the aim of the Kent State Normal School. To this end programs for summer study will be combined with extension class work in such way that the one will fit into the other and give a continuous course of study for teachers in service. See page for a full explanation of plans for extension class work. The work of the summer school will aid candidates in passing reasonable county examinations but this is not the controlling aim. *The main purpose of the work* is *to give added power and skill in the actual work of teaching.*

The State Normal School a Permanent School for Teachers. The State Normal School offers to teachers opportunities and advantages for summer study not found elsewhere. It is a school planned specially for teachers. Its organization, differing from the temporary, shifting arrangements necessary in short term summer schools, is permanent. This makes possible a genuine professional spirit. Regular attendance at classes is required. Complete records of attendance and *credits* are carefully kept by a faculty in permanent connection with the school. This assures to every teacher official recognition for all work completed and *makes certain such increases of salary for certified professional study as may be provided for by law.* Many teachers have spent much time in summer school study for which they find it impossible to secure either professional or financial recognition because of the shifting conditions and temporary organization of the schools in which they were enrolled. The school must have a future, if it is to serve well its students.

It has been clearly demonstrated that the training of teachers is a state function; that the state is the only agency capable of performing this important service for society. Therefore the State Normal Schools will increase in power and prestige keeping pace with the ever increasing demand for teachers with normal training. This is a matter of prime importance to teachers in selecting a school for summer study.

A Library for Teachers. One of the important features of any school is the library. But there are libraries and libraries. Medical students need a medical library; law schools, a law library; and no less do teachers need a special library selected with reference to the science and art of teaching. The Normal School library is a professional library for teachers. No library selected with any other end in view than the training of teachers can take its place.

The Model School. This is more important than any other factor in the training of teachers. The Normal School provides a complete and permanently organized elementary school of eight grades and a model one-room rural school. This furnishes an invaluable opportunity for observation and discussion of problems in subject matter, methods and management in all departments of the Normal School. Teachers who know from experience the value of the one visiting day granted them during the year can readily appreciate the opportunity offered to students in the summer term for observing the work of skilled teachers in all of the subjects taught in the eight grades.

High Standard of Work. The Kent State Normal School invites the attention of teachers to its *high standard of scholarship and professional training*, made possible by the generous provision the state has made to secure the best possible equipment and a specially trained corps of instructors to advance the cause of public education in Ohio. This bulletin will give much information concerning the general work of the Normal School, of the buildings already built and in use and of the others in process of construction. It will also furnish much definite information concerning the large faculty selected because of special fitness for work in the normal school. *But only a term of study in the class rooms at Kent in direct personal touch with this faculty can reveal to teachers the full significance of this new agency for the training of teachers which has entered the educational field in Ohio.*

Instruction Furnished Free. As the Kent State Normal School charges no tuition, registration fees, nor incidental fees of any kind, teachers can attend the six-weeks summer session at very slight expense.

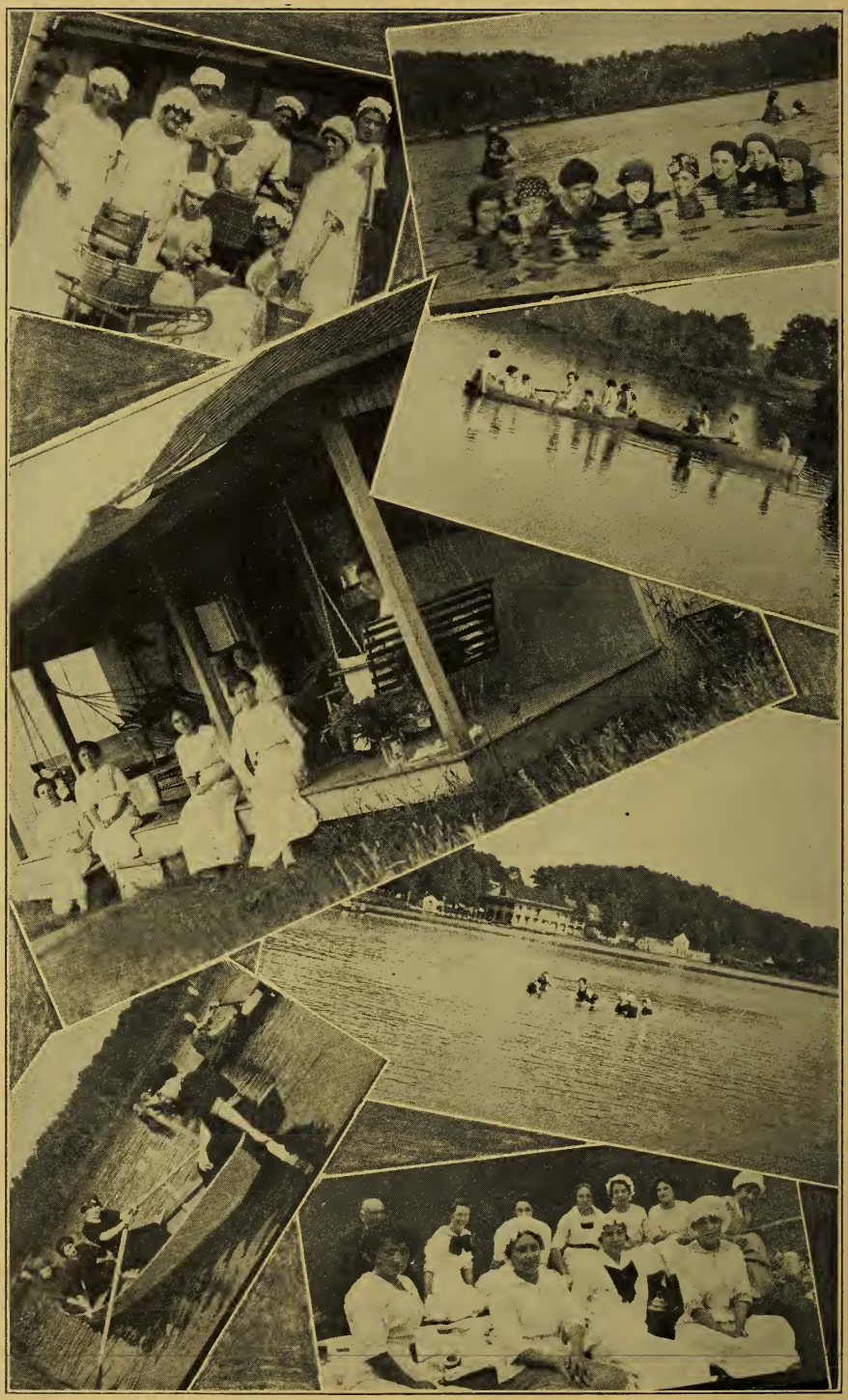
A Summer at the Lakes. The Kent Normal School by reason of its location offers to teachers who have been housed within school rooms during the year an unusual opportunity to combine summer

study with the pleasure and benefits of outdoor life. The campus is mostly covered by native forest, and yet the Normal buildings, half hidden in the "big woods" are within a few minutes' walk of the main street of the city.

Kent is in the center of a cluster of beautiful, spring-fed lakes, all within a radius of a few miles. Some of the largest and most beautiful of these, nearly one hundred acres in extent, are easily reached by trolley. The regular season for visitors from the city does not open until late in July, and enough cottages will be available during the summer school at Twin Lakes, Silver Lake, and Lake Brady to accommodate a large number of students. These cottages, furnished for light housekeeping, will rent for ten to twelve dollars each per week and will accommodate from six to twelve students. Students occupying cottages can get their midday meals at the dining rooms in the Normal School dormitory. With school in session five days a week, this offers an opportunity to spend two days in seven at the lakes with advantages which a little later in the season hundreds of people from the city will come to enjoy. Boating, bathing and fishing in the clear waters of these beautiful lakes furnish attractive out-of-door sport.

Several cottages were occupied by students during the last summer school, and the views of "Student Life at Brady" on page 108 give some suggestion of the opportunities for relaxation and rest. Eight girls who occupied a cottage and did their own housekeeping kept a careful account of their expenses. The figures as given below are for one of the group of eight covering the term of six weeks. The board includes several items of cottage equipment such as a hammock, etc.

Board	$15 00
Rent	7 00
Car fare to and from school	2 50
Light	25
Total	$24 75



STUDENT LIFE AT BRADY

"TWIN LAKES"

West Twin Lake, part of which is shown, covers about one hundred acres. East Twin, a few rods to the right of the house, is almost as large. Note the cottages. These are within easy reach of the Normal School

STUDENT ROLL

Fall, Winter and Spring Terms, 1913-1914

NAME	RESIDENCE
Aikman, Helen	Sharon Center
Alcox, Cora Berniece	Hudson
Allender, Albert M	Jefferson
Amos, Evalyn Grace	Lorain
Anderson, Ethel	Kingsville
Anderson, Ivy	Ashtabula
Anderson, Rachel M	West View
Bailey, Alma Cecile	West Farmington
Bair, Twila A	Hartford
Ballinger, Mary A	West Mansfield
Barr, Margaret Ella	Martins Ferry
Bartlett, Rex Chase	Brunswick
Bauman, Bertha Frances	Rittman
Bauman, Maude E	Rittman
Baumeister, Emeline P	Sandusky
Beckwith, Olive M	Kent
Bell, Ada M	Nellie
Benedict, Effie	West Mansfield
Billings, Martin J	Cuyahoga Falls
Bissell, Ora Isabelle	Twinsburg
Bixler, Lorin E	Louisville
Blanch, Lloyd E	Aurora
Bolich, M. Irene	Cuyahoga Falls
Bond, Florence Esther	Chesterland
Bowlzer, Julia Pauline	Independence
Brandt, Mary Gertrude	Amsterdam
Brawley, Laura C	Kent
Brooks, Marguerite Mary	Ashtabula
Brown, Mary Amy	Rock Creek
Brown, William Wilson	Hardinsburg, Ind.
Buckingham, Dortha	Chicago Junction
Budd, Millo	New Milford
Burcaw, Edward E	Clinton
Burgin, Helen Yetta	Medina
Burr, Amelia	Dorset
Burrell, Tessa	Dundee
Canfield, Alleen T	Burton
Carter, H. Leone	Tallmadge
Chalmers, Finis W	Mineral City
Chalmers, Jean L	Mineral City
Chamberlin, Ruth	Barberton
Child, William C	Rootstown
Clapp, Mabelle	Kent
Clark, Hazel E	Ravenna

Clarke, Dorothy.....Geneva
Cobbs, Ansalem J.....Beloit
Cole, Laura Estelle.....Kent
Conley, Ruth L.....Canton
Covert, Margaret M.....Ashtabula
Cramer, Evelyn Marie.....Niles
Crawford, Alma E.....Millersburg
Creese, Martha Bonham.....Wayland
Crittenden, Arleen.....Burton
Curtiss, Ada Blanche.....Twinsburg
Custer, Pearl.....Bolivar

Davis, Frances.....Solon
Davis, Josephine M.....Ravenna
Dayton, Minnie A.....Burton
Denmead, Laura.....Tallmadge
Dietz, Lissette.....Chagrin Falls
Dildine, Grace M.....Salem
Dobson, Carmencita Pearl.....Kent
Donaldson, Lucile F.....Windham
Doyle, Joanna.....Hudson
Drake, Anna K.....West Mansfield
Dues, Joseph J.....Coldwater

Easton, Charles F.....Kent
Eby, Anna Marie.....Kent
Elgin, Edith Inez.....Kent
Ely, Edna Erle.....Garrettsville
Everhard, Ruth Leota.....Sharon Center

Farver, Lester O.....Baltic
Fay, Olive.....Cleveland
Feller, Gertrude E.....Brecksville
Fenn, Doris M.....Tallmadge
Fenton, Jessie M.....Rock Creek
Fields, Cora Ellen.....Cleveland
Fixler, Zena Maude.....Seville
Flint, Freda R.....Hartford
Fosnight, Robert M.....Inland
Frase, Ruby Lucille.....Barberton
Friedly, Arthur W.....Convoy
Frutiger, Della May.....New Philadelphia
Fuetterer, Bertha Carolyn.....Akron
Fulks, Ruth.....Dola

Gains, Hilda M.....North Bristo
Gallagher, Alice Clara.....Salineville
Garman, George Wendell.....Inland
Garrett, Pearl May.....Mallet Creek
Geale, Nellie.....Warren

George, Blanche A.....Kent
Gerren, Carrie Helen.....Rootstown
Gibson, Howard D.....Ravenna
Gifford, Edna M.....Chagrin Falls
Gorz, Charlotte M.....Ashland
Greenoe, K. Gertrude.....Vermilion
Griffith, Myra Elizabeth.....Wayland

Hahn, Ruby Clarissa.....Garrettsville
Haible, Clara M.....Warren
Haines, John H.....West Mansfield
Hall, Eva M.....Ashtabula
Hall, Leah C.....Carrollton
Hall, Marie L.....Kent
Hanlon, Marjorie G.....Lakewood
Harrison, Vera L.....Clinton
Hartlerode, Ruth C.....Ravenna
Hatcher, Joseph O.....La Rue
Hazel, Lucille.....Kent
Hawkins, Evangeline E.....Hartford
Herrick, Marcia C.....Andover
Hibbard, Simpson L.....Cuyahoga Falls
Hodges, Mona M.....Burton
Hoffee, Charles P.....Dell Roy
Hotchkiss, Hilda Belle.....Burton
Hoyle, Charlotte C.....Berlin Center
Hudson, Hazel Josephine.....Wayland
Hyde, Carol M.....North Bristol

Irwin, Olive A.....Akron

Jackson, Myra.....Kipton
Jelley, Eleanor B.....Lorain
Jelley, Sarah L.....Lorain
Jenkins, Flora J.....Randolph
Jenkins, Ruth.....Cleveland
Johnsen, Olga Marie.....Cuyahoga Falls
Johnson, Alma E.....Ashtabula
Johnson, Ethel M.....Brunswick
Johnson, Zelda E.....Burton

Keenen, Gladys W.....Newark
Kent, Mary A.....Niles
King, Frances M.....Warren
Kingzett, Genevieve.....Hudson
Klopfenstein, Ada A.....Paris
Koeppe, John F.....Bryan
Koontz, Magdalene.....Louisville
Krause, Ida Harriett.....Aurora Sta.
Kroeger, Elsie Anna.....Lakewood

La Dow, Vera E.....Kent
Lafferty, Howard.....Jefferson
Landis, Cloyce I.....Kent
Landis, Ira L.....Sullivan
Lang, Alma.....Litchfield
Lee, Leila.....Marysville
Lemon, Jay.....Kent
Little, Jessie Belle.....N. Bloomfield
Longstreet, Edith.....North Lima

McClure, Lulu.....Loudonville
McConnell, Myrtle Louise.....Northfield
McCoy Artrella E.....Cleveland
MacDonald, Lena.....West Mansfield
McDowell, Alta.....Akron
McElroy, Edith Mae.....Newton Falls
McFarland, Curney.....Burghill
McIntosh, Sara.....Salineville
Maher, Mary Elizabeth.....Cleveland
Manning, Mildred Marian.....Mallet Creek
Mapes, Hazel Marie.....Chesterland
Marsh, Leah Mary.....Kent
Martin, Gladys H.....New Lyme
Matthews, Grace E.....Warren
Merrill, Mary B.....Kent
Miksch, Adah.....Copley
Mikisell, Ray.....Black Run
Miller, Bertha Caroline.....Atwater
Mills, Albertina W.....Mantua
Moore, Frances Elizabeth.....Carrollton
Morrall, Mary A.....Niles
Motz, Martha.....Akron
Murray, Edith L.....Spokane
Murray, Mary Alice.....Spokane
Myers, M. Christina.....Elyria
Myers, Margaret.....Kent

Nickerson, Harold Edgar.....Cuyahoga Falls
Niman, Clara A.....Chagrin Falls
Null, Christie.....Ashley

Olin, Phoebe E.....Belleville
Ormes, Mabel.....Salem
Ortscheidt, Rose C.....Kent
Oswald, Marcella M.....Sandusky
Oyster, Lura.....Louisville
Ozmun, Oma Eliza.....Peninsula

Paul, Veronica E.....Massillon
Pepper, Ruth.....Moss Run

Peterson, Ellen C.....Akron
Pfaff, Helen.....Youngstown
Pfile, Ardis.....Ravenna
Pierce, Elisabeth.....Wakeman
Pottorf, Margaret W.....Salem
Priday, Ruth.....Euclid

Rake, Grace.....Moss Run
Reeser, Pearl Mae.....Mogadore
Reeves, Ada.....Kent
Reiboldt, Florence.....Lake
Reiboldt, Lucy C.....Lake
Richards, Catharine.....Martins Ferry
Richardson, Hazel.....Lorain
Ridiker, Margie A.....Brunswick
Rigby, Leola Mae.....Painesville
Riley, Mabel Frances.....Brunswick
Ritchie, Gertrude L.....Cuyahoga Falls
Roberts, Gilbert.....Fredericktown
Rose, Fred Alan.....Clarington

Schoner, Ruth M.....Lake
Schultz, Minnie Pauline.....Clinton
Scott, Minnie.....Fredericksburg
Semler, Sadie Marie.....Ravenna
Shoeman, Jennie A.....Kent
Sibson, Lois.....Diamond
Siddall, Dorothy Doud.....Ravenna
Simison, Gladys M.....Atwater
Smith, Vere.....Geneva
Snyder, Mary M.....Mt. Gilead
Spencer, Hazel M.....Mantua
Spooner, Pauline B.....Mallet Creek
Starr, Ethel.....Cuyahoga Falls
Stewart, Bessie V.....Mantua
Stoffer, Irene A.....Mogadore
Stotts, Blanche E.....Plymouth
Stratton, Marian.....Kent
Sullivan, Edna.....West Salem
Summers, Verna Ellen.....North Lima
Swartout, Edith B.....Kent
Sweeney, Lucy Ann.....Painesville
Swickard, John.....Jefferson
Swinehart, Esther.....Kent
Swinehart, Leda.....Kent
Sylvester, Eunice.....Medina

Tarr, Alice Florence.....Steubenville
Tarr, Mary Ella.....Steubenville

Taylor, Marie ..... North Bristol
Thomas, Crilla B. ..... Collins
Thompson, Frances A. ..... Parkman
Thompson, Hiram C. S. ..... Parkman
Thurston, Ruth V. ..... Mogadore
Tomer, Marjorie ..... Bolivar
Trauger, Verda M: ..... Plymouth
Turpen, John H. ..... Dola
Tuttle, Harriet Ruth ..... Kent

Vandersall, Ray L. ..... Barberton

Wade, Russell S. ..... Dunkirk
Wait, Helen Corinne ..... Kent
Walker, Mary B. ..... Kent
Walton, Ina B. ..... Twinsburg
Walworth, Mabel ..... Kinsman
Ward, Earl ..... Clarington
Warring, Ethel ..... Akron
Watts, Helen M. ..... Wadsworth
Webber, Alice ..... Everett
Weekly, Iva ..... Kent
Wells, Carrie M. ..... Amsterdam
Wells, Hazel B. ..... Ravenna
Welsh, Leo A. ..... Hiram
Wenger, Esther M. ..... Clinton
Wheeler, Minnie E. ..... Massillon
White, J. L. ..... Diamond
Whitmore, Elizabeth ..... Mogadore
Whyte, William ..... Kent
Wight, Lillian ..... Lakewood
Wilhelm, Raymond ..... Bryan
Williams, Laura ..... Niles
Williams, Lulu ..... Walhonding
Williamson, Lura May ..... Copley
Williamson, Margaret Amy ..... Copley
Wise, Emmitt R. ..... Rootstown
Wise, Ethel E. ..... Mogadore
Wiseman, Z. Burton ..... Akron
Witsaman, Elva Marie ..... Hudson
Wolfe, Leona ..... Spencer
Wolfe, Mae Climena ..... Windham
Woodbridge, Blythe ..... Akron
Wortman, Minnie B. ..... La Grange

Young, La Verne ..... Mineral Ridge

ENROLLMENT BY COUNTIES

Fall, Winter and Spring Terms, 1913-1914

Ashland	3
Ashtabula	19
Belmont	2
Carroll	4
Columbiana	5
Coshocton	2
Cuyahoga	14
Defiance	1
Delaware	1
Erie	4
Geauga	13
Hardin	4
Harrison	0
Holmes	2
Huron	4
Jefferson	4
Knox	1
Lake	2
Licking	2
Logan	1
Lorain	8
Mahoning	4
Medina	16
Mercer	1
Monroe	2
Morrow	2
Portage	60
Richland	1
Stark	10
Summit	41
Trumbull	20
Tuscarawas	6
Union	6
Van Wert	1
Wayne	2
Washington	2
Williams	1
Washington County, Indiana	1
Total	271

Pupils of the Training School

Grade I

Dague, Byron
Daltoria, Martin
Daltoria, Raymond
Elgin, Alice
Getz, John
Gorham, Jean
Lang, Pauline
Miller, Marjorie
Peacock, Robert
Pittenger, Mary Josephine
Purdy, Joseph
Preto, Margaret
Van Deusen, Paul
Whyte, Blair
Woodworth, Herbert

Grade II

Cole, Alonzo
Entsminger, Alice
Foote, Ena
Johnson, Rhea
Lang, Wilhelmina
Line, Clark
Mull, Josiah
Pomeroy, Persis
Seale, Catherine
Severns, Florence
Swimley, Thelma

Grade III

Bean, Caroline
Chapman, Herman
Curtiss, Marjorie
Elgin, Mildred
Foote, Esther
Grubb, Donald
Hopkins, Dorothy Dean
Jacob, Lila
Johnston, Elsie
McGilvrey, Louise
Marshall, Mildred
Purdy, Jennie Belle
Queen, Flora
Snethkamp, Harold
Wegman, Mildred
Wehl, Harold
Woodward, Paul

Grade IV

Boak, Bessie
Coolidge, Helen
Cole, Dudley
Doolittle, Seymour
McCoy, James W.
Miller, Forrest
Russell, Florence
Smith, Dayton Baker
Snethkamp, Lois
Williard, Corinne

Grade V

Cole, Marie
Hausman, Russell
Joseph, Leo
Peacock, Kathryn
Russell, Margaret
Severns, Bessie
Severns, Edith
Wegman, Burt

Grade VI

Burdick, Charles
Coolidge, Florence
Curtiss, James
Chapman, Gerald
Dague, John
Doolittle, Lena
Hackett, Olive
Johnston, Ralph E.
Joseph, Mamie
Jacobs, Harold
Line, Smith
Miller, Helen
Seale, Velma
Savory, Iva
Stewart, Helen
Wegman, Laura

Grade VII

Adams, Louise
Bently, Lyle
Boak, Harold
Cozad, Pauline
Chapman, Glennace
Foote, Everett
Hausman, Hazel
Jacobs, Carl
Johnston, Herma
Livingston, Dorothy
McCoy, Mary
McGilvrey, Robert
Miller, Laura
Muenzmay, Mathew
Peacock, Margaret
Weaver, Gladys
Whyte, George

Grade VIII

Barton, Marjorie
Bradshaw, Evelyn
Brown, Almeda
Donaghy, Dick
Hazel, Pearl
Johnson, Lavon
Johnson, Haskett
Joseph, Anna
Kingsley, Kenneth
Parsons, Edward
Pittenger, Arthur
Pomeroy, Margaret
Sparrow, Coral
Van Deusen, Alice
Young, Kenneth

One Room Rural Training School

GIRLS

Brown, Pearl
Caley, Della
Caley, Mary
Fielding, Hildred
Ford, Lottie
Gibson, Gladys
Helming, Annie
Hennessey, Elizabeth
Jones, Nellie
Merrill, Josephine
Restall, Albena
Restall, Madeline
Restall, Pauline
Restall, Rose
Rhinehart, Helen
Rhinehart, Nina
Rhinehart, Norma
Rice, Helen
Rice, May
Skinner, Neva
Stoll, Ernstine
Williston, Flossie
Williston, Viola
Witbeck, Helen

BOYS

Beckwith, Allan
Beckwith, David
Brown, Roy
Clapp, Maurice
Craig, Edward
Craig, Roy
Fielding, Howard
Fielding, Luther
Ford, Miles
Gibson, James
Helming, Clarence
Helming, James
Helming, John
Hennessey, John
Hurley, Frank
Hurley, James
Hurley, Leo
Hurley, Murl
Lamb, Floyd
Lewis, Arthur
Merrill, Edwin
Rinehart, William
Skilton, Ernest
Simpson, Clarence
Simpson, Spencer
Waldron, Jack
Williston, Floyd

SUMMER SCHOOL STUDENTS, 1914

NAME	COUNTY	POST OFFICE
Abbey, Eva M	Lorain	LaGrange
Abrams, Laua	Trumbull	Bristolville
Adams, Mary Candace	Geauga	Middlefield
Adams, Nellie R	Sandusky	Bellevue
Adams, Virginia Elizabeth	Columbiana	Lisbon
Ahrendts, Ethel Andrews	Jefferson	Steubenville
Albrecht, Emma M	Sandusky	Fremont
Albrecht, Minnie	Lorain	Oberlin
Alcox, Cora Berniece	Summit	Hudson
Alderman, Gertrude	Trumbull	Warren
Alderman, Lovira,	Trumbull	Warren
Alexander, Lucile	Cuyahoga	Cleveland
Alexander, Ruth	Cuyahoga	Bedford
Allan, Mary M	Erie	Sandusky
Allender, Albert M	Ashtabula	Jefferson
Allman, Gladys Opal	Tuscarawas	Uhrichsville
Allmon, Agnes Leona	Carroll	Carrollton, F. D. No. 2
Alter, Esther Maud	Hardin	Forest
Altland, Gertrude Alice	Stark	Massillon
Amos, Evalyn Grace	Lorain	Lorain, F. D. No. 2
Amos, Jennie	Summit	Akron
Anderson, Ivy	Ashtabula	Ashtabula
Anderson, Martha	Tuscarawas	New Comerstown
Anthony, Helen M	Mercer	Ft. Recovery
Armstrong, Jane	Ashland	Ashland
Arndt, Cornelia	Cuyahoga	Cleveland
Arner, Sabra O	Ashtabula	Dorset
Arnold, Dora May	Geauga	Thompson
Arter, Alice	Richland	Crestline
Artherholt, Edith P	Portage	Garrettsville
Auld, Wilma	Harrison	Tippecanoe
Ault, Bertha Lee	Belmont	St. Clairsville
Ault, Clara Viola	Belmont	St. Clairsville
Austin, Minnie B	Geauga	Middlefield
Baad, Charlotta Margaret	Tuscarawas	Bolivar
Bailey, Alma Cecile	Geauga	W. Farmington
Bailey, Olive	Columbiana	Washingtonville
Bair, Twila A	Trumbull	Hartford
Baird, Anna	Cuyahoga	Solon
Baker, Winifred	Columbiana	E. Palestine

Ballinger, Mary A	Logan	West Mansfield
Barber, Margery	Knox	Mt. Vernon
Barber, Carrie	Delaware	Ashley
Barber, Marie	Knox	Mt. Vernon
Barlone, Esther	Mahoning	Youngstown
Barnes, Bessie Mina	Cuyahoga	Brecksville
Barnett, Grace	Lake	Perry
Barrick, Mabel	Knox	Centerburg
Bartlett, Grace Florence	Lake	Perry
Barth, Oleantha Victoria	Crawford	Chatfield
Bartlett, Rex Chase	Medina	Brunswick
Barton, Anna R	Knox	Fredericktown
Bartoszek, Lottie Lucy	Cuyahoga	Berea
Bartow, Ada	Huron	Collins
Bascom, Arthur L	Trumbull	Farmdale
Basler, Hannah	Mahoning	New Springfield
Bauer, Lucille C	Lorain	N. Ridgeville
Baughman, Josephine	Coshocton	Coshocton
Baumann, Gertrude Cree	Sandusky	Fremont
Baxter, Ruth	Columbiana	East Liverpool
Beachner, Ethel	Ashland	Ashland
Beardsley, Greeta M	Portage	Kent
Bechted, Addie	Lucas	Holland
Beck, Edna B	Ashland	Loudonville
Beck, Ruth	Portage	Diamond
Becker, Minnie M	Sandusky	Clyde
Becker, Pearl A	Mahoning	Newton Falls
Beckley, Lucille I	Jefferson	Mingo Jct.
Becksted, Mildred	Cuyahoga	Macedonia
Behm, Iva Grace	Geauga	Thompson
Beil, Eva A	Trumbull	Warren
Bell, Ada M	Coshocton	Nellie
Benedict, Effie	Logan	West Mansfield
Bennett, Lillian May	Lorain	Lorain
Benson, Blenda	Mahoning	Youngstown
Berg, Leona	Stark	Canton
Beschta, Margaret	Lorain	Lorain
Beveridge, Olive	Huron	Greenwich
Bien, Alta Myrtle	Cuyahoga	Cleveland
Bierce, Alice June	Summit	Cuyahoga Falls
Billingsley, Leah	Harrison	Tippecanoe
Bingham, Mayme A	Guernsey	Byesville
Bissell, Ellen Anna	Summit	Twinsburg
Blackburn, Anna Grace	Jefferson	Steubenville
Blair, Vera M	Geauga	Garrettsville
Blair, J. S	Portage	Windham
Blair, Clara C	Tuscarawas	Bernice

Blauch, Lloyd E.	Portage	Aurora
Blayney, Lois M	Morrow	Mt. Gilead
Bletzer, Blanche L.	Portage	Suffield
Bliss, Alta	Cuyahoga	Lakewood
Blocher, Inez G	Richland	Mansfield
Bloedorn, Pearl	Lorain	Lorain
Boellner, Mary T	Lucas	Maumee
Boellner, Cecila C	Lucas	Maumee
Boepple, Florence Ilma	Geauga	Chesterland
Boner, Ethel M	Holmes	Big Prairie
Bonner, Joyce	Stark	Alliance
Bosworth, Lorena	Portage	Kent
Bowdler, Bessie	Ashtabula	Kingsville
Bowdler, Marie	Ashtabula	Kingsville
Bower, Hazel	Coshocton	Coshocton
Bowers, Elizabeth	Brooke	Wellsburg, W. Va.
Bowers, Neva M	Carroll	Leesville
Bowles, Josephine Lydia	Geauga	Middlefield
Bowlzer, Julia Pauline	Cuyahoga	Independence
Bowman, L. May	Stark	Massillon
Bowman, Minnie	Medina	Wadsworth
Boyd, Clarice L.	Coshocton	Coshocton
Boyles, Frances Filson	Harrison	Cadiz
Bradford, George W	Sandusky	Clyde
Bradley, H. Lynne	Geauga	Huntsburg
Bradshaw, Bertha L.	Portage	Ravenna
Brandt, Mary Gertrude	Carroll	Amsterdam
Branson, Nita Lucile	Richland	Mansfield
Bratten, Irl Frank	Stark	Louisville
Braucher, Velma B	Summit	Clinton
Braucher, Virgil V	Summit	Clinton
Breimaier, Mary	Erie	Milan
Brewster, Cora May	Summit	Hudson
Bridge, Irvene	Portage	Windham
Brisbin, Stella Marie	Hardin	Kenton
Britton, Nan	Marion	Marion
Britton, Mary L.	Marion	Marion
Brobst, Maude E.	Trumbull	Cortland
Brooks, Lou M	Ashtabula	Dorset
Brooks, Marguerite Mary	Ashtabula	Ashtabula
Brothers, Alpha A	Geauga	Chardon
Brothers, Lola	Geauga	Chardon
Brown, Alma E	Stark	Canton
Brown, Dorothy	Stark	Massillon
Brown, Edna E	Ashland	Nova
Brown, Edna Frances	Trumbull	Cortland
Brown, Ethel Miriam	Stark	Massillon

Brown, Meda Viola	Columbiana	Salineville
Brown, Elizabeth Theodate	Licking	Hebron
Brown, William Wilson	Washington	Hardinsburg, Indiana
Brownlee, Coralyn	Trumbull	Burghill
Brumbaugh, Lewis H	Stark	Hartville
Buck, Ida R	Stark	Alliance
Buckingham, Dortha	Huron	Chicago Jct.
Buckingham, Hesper M	Summit	Akron
Buell, Edgar Edison	Lorain	Avon Lake
Buell, Margaret	Pike	Waverly
Buell, Myrtle	Summit	W. Richfield
Bullock, Frances Lyons	Harrison	Cadiz
Bunn, Mabel	Mahoning	Youngstown
Burcaw, Edward E	Summit	Clinton
Burgess, Bertha	Ashtabula	Dorset
Burgess, Laura	Ashtabula	Dorset
Burke, Lillian Alice	Mahoning	Youngstown
Burke, Sadie	Huron	Collins
Burns, Anna L	Belmont	Bethesda
Busby, Grace	Stark	Osnaburg
Busch, Susan	Erie	Sandusky
Butler, Flora May	Lorain	Lorain
Cable, Frances	Jefferson	Island Creek
Cairns, Lucille	Richland	Mansfield
Caldwell, Lillian	Stark	Alliance
Caldwell, Maud	Stark	Alliance
Cameron, J. B	Mahoning	Youngstown
Cameron, Lulu B	Belmont	Barnesville
Campbell, Eva J	Trumbull	Cortland
Campbell, Robert J	Trumbull	Cortland
Campbell, Susie A	Ashtabula	E. Orwell
Capes, Verna	Tuscarawas	Dennison
Carlson, Agnes	Ashtabula	Ashtabula
Carmine, A. N	Richland	Mansfield
Carpenter, Willa Jeanetta	Columbiana	Columbiana
Carr, Olive M	Ashtabula	Pierpont
Carrick, Grace M	Lorain	Elyria
Carruthers, Anna	Tuscarawas	New Comerstown
Carter, H. Leone	Summit	Tallmadge
Case, Mary E	Cuyahoga	Rocky River
Casper, Floyd V	Stark	Magnolia
Cassidy, Mary Ellen	Summit	Boston
Cassidy, Myra	Trumbull	Warren
Castle, Mabel	Logan	West Mansfield
Cecil, Verna Elizabeth	Harrison	Scio
Chaffee, Blanche A	Trumbull	Cortland
Chalker, Merrill A	Trumbull	Phalanx Sta.

Chamberlin, Ruth	Summit	Barberton
Chase, Alta M	Ashtabula	Dorset
Cheney, Nellie Myrle	Coshocton	Coshocton
Cherry, Rose	Richland	Mansfield
Chester, Clara Louise	Mahoning	Youngstown
Child, William C	Portage	Rootstown
Christiana, Laura E	Cuyahoga	Cleveland
Cibulak, Mamie M	Cuyahoga	Chagrin Falls
Clapp, Mabelle	Portage	Kent
Clare, Olive Ingle	Cuyahoga	Solon
Clark, Hazel Eleanor	Portage	Ravenna
Clark, Nora M	Summit	Akron
Clarke, Dorothy	Ashtabula	Geneva
Clay, Mabelle E	Stark	Massillon
Clevenger, Gwendolen Anna	Hardin	Dola
Clever, Viola May	Richland	Lexington
Close, Trudie F	Huron	New London
Cobbs, Ansalem J	Columbiana	Beloit
Coe, Marie A	Geauga	Huntsburg
Coffeen, Carl D	Summit	Kent
Colburn, Maude E	Cuyahoga	Bedford
Cole, Ivah M	Huron	Fitchville
Coleman, Cassie Marie	Ashtabula	Ashtabula
Collin, Rose A	Summit	Macedonia
Colmery, Grace	Morrow	Mt. Gilead
Conaway, Mary M	Tuscarawas	Dennison
Conry, Goldene	Mhoning	Poland
Cook, Ethel Maud	Trumbull	Niles
Cook, Floy E	Logan	West Mansfield
Coover, Ruth	Huron,	Greenwich
Cope, Bertha Faye	Columbiana	W. Waterford
Corbett, Amma Rose	Portage	Kent
Cormany, Minnie M	Summit	E. Akron
Cormany, Roland	Summit	E. Akron
Corson, Emma	Lucas	Holland
Cory, Leola J	Lucas	Toledo
Cotton, Luella B	Lorain	Lorain
Crane, Helen	Portage	Garrettsville
Crawford, Alma E	Holmes	Millersburg
Crawford, Jessie Rue	Auglaize	Wapakoneta
Crawley, Theressa	Marion	Marion
Creese, Martha Bonham	Portage	Wayland
Crellin, Kathryn Lora	Geauga	Chardon
Cress, Fannie Jane		Oak Park, Ill.
Crider, Alice	Trumbull	Niles
Crispin, Margaret	Belmont	Martins Ferry
Criswell, Clemma	Stark	Canton

Crites, Dora	Tuscarawas	Tuscarawas
Crittenden, Cecile	Geauga	Burton
Crocker, Clarice C	Medina	Medina
Crumrine, Bessie L	Delaware	Delaware
Crumrine, Etta P	Delaware	Delaware
Culleton, Anna	Richland	Mansfield
Culleton, Catherine M	Auglaize	Wapakoneta
Culleton, John Robert	Richland	Mansfield
Cummins, Bertha Johanna	Putnam	Fort Jennings
Cunningham, Laura	Knox	Butler
Cunningham, Mary E	Hancock	Arcadia
Curl, Ethel May	Mahoning	Youngstown
Curl, Ina	Mahoning	Youngstown
Curl, Ruth	Mahoning	Youngstown
Curran, Irene	Crawford	Crestline
Curtice, Florence Evelyn	Medina	Spencer
Curtis, Eva Eunice	Trumbull	Phalanx Sta.
Curtiss, Ada Blanche	Summit	Twinsburg
Curtiss, Lulu	Portage	Mantua
Cusack, Margaret E	Stark	Canton
Cushman, Ella M	Summit	Akron
Custer, Pearl	Tuscarawas	Bolivar
Dailey, Idah M	Trumbull	Youngstown
Dalrymple, Murnie	Columbiana	Washingtonville
Daly, Mary B	Erie	Sandusky
Danner, Florence A	Richland	Plymouth
Daugherty, Agnes	Huron	Wakeman
Daugherty, Hazel	Richland	Plymouth
Daugherty, Minnie	Mahoning	Youngstown
Davis, Daisy A	Union	Raymond
Davis, Frances	Cuyahoga	Solon
Davis, Frances M	Lorain	Grafton
Davis, Ida Isabel	Belmont	Bridgeport
Davis, Ralph E	Marion	Marion
Dawson, Ethel Mary	Cuyahoga	South Euclid
Dean, Charlotte M	Cuyahoga	Rocky River
Deane, Hazel	Ross	Chillicothe
Deaves, Helen A	Cuyahoga	Cleveland
Deming, Ethel May	Trumbull	Vienna
Deming, Gertrude	Portage	Atwater
Dickson, Dorothy S	Ashtabula	Ashtabula
Diehl, Louedith	Trumbull	Warren
Dietz, May Belle	Tuscarawas	Sugar Creek
Dietz, Lissette M	Geauga	Chagrin Falls
Dildine, Alta G	Erie	Huron
Dildine, Bessie A	Erie	Huron
Dildine, Grace M	Columbiana	Salem

Dildine, Rhea Veronica	Erie	Huron
Dill, Myrta	Morrow	Mt. Gilead
Dirkson, John W	Cuyahoga	Cleveland
Dise, Ethel	Richland	Mansfield
Dissinger, Vesta Carita	Summit	Lake
Ditto, Clara Alberta	Wood	Debbs
Dobbs, Donna Dorthea	Portage	Windham
Dobson, Carmencita Pearl	Portage	Kent
Doe, Weastell Taylor	Portage	Kent
Dole, Amy E	Ashtabula	E. Orwell
Doolittle, Ruby R	Richland	Mansfield
Dorcas, Edna	Lucas	Holland
Dorcas, Nella	Lucas	Maumee
Dossett, Naomi M	Jefferson	Steubenville
Dowds, Mary E	Licking	Utica
Dowling, Winifred	Summit	Macedonia
Dowman, Nellie	Cuyahoga	Bedford
Downs, Marjorie M	Trumbull	Warren
Doyle, Joanna	Summit	Hudson
Drake, Anna K	Union	W. Mansfield
Dudley, Luke P	Geauga	Chardon
Duer, Isa B	Columbiana	Salem
Dues, Joseph J	Mercer	Coldwater
Duff, Ethel M	Cuyahoga	Cleveland
Dugan, Mary L	Huron	Wakeman
Dugan, Grace M	Trumbull	Phalanx Sta.
Dunlap, Alice B	Trumbull	Warren
Dunn, Bessie	Belmont	Flushing
Dunn, Willa	Ashtabula	Ashtabula
Dutt, Ellen J	Marion	Marion
Dyke, Esther Charlotte	Columbiana	N. Waterford
Eagin, Blanche	Trumbull	Hubbard
Eastman, Calla D	Putnam	Continental
Ebert, Margaret	Erie	Sandusky
Eby, Anna Marie	Portage	Kent
Eby, Ethel	Wayne	Smithville
Eby, Frank M	Portage	Kent
Eckart, Hazel	Summit	Copley
Ecker, Beulah May	Portage	Garrettsville
Eckle, Hazel M	Trumbull	Tyrrell
Edelman, Wilda	Marion	Marion
Edgar, Helen May	Cuyahoga	Independence
Edmiston, Vida	Jefferson	Toronto
Edney, Ruth	Portage	Garrettsville
Eicher, Gladys	Medina	Homerville
Eichelberger, Marguerite	Richland	Mansfield
Elenz, Elsie Christina	Cuyahoga	Brecksville

Eller, Ella	Tuscarawas	Tuscarawas
Elliott, Blanche	Coshocton	Coshocton
Elliott, Marie O	Trumbull	Warren
Ellis, Rose	Crawford	Crestline
Elmes, Emma	Huron	Wakeman
Ely, Edna Erle	Portage	Garrettsville
Engel, Edith M	Holmes	Berlin
Engel, Etta	Holmes	Berlin
English, Ella May	Summit	Barberton
English, Katherine	Guernsey	Freeport
English, Kinsey	Guernsey	Freeport
Ensign, Grace O	Defiance	Defiance
Erwin, Ruth E	Erie	Sandusky
Espenschied, F	Stark	Hartville
Espy, Gretchen Irene	Ashtabula	Ashtabula
Evans, Bina Ella	Geauga	Huntsburg
Evans, Eunice	Portage	Windham
Evans, Laura Marie	Trumbull	Girard
Evans, Mabel	Portage	Windham
Evans, Virgie	Holmes	Millersburg
Everhart, Frances E	Stark	Alliance
Ewing, Luella M	Holmes	Shreve
Facer, Ethel	Wood	Millbury
Falkner, Mildred C	Trumbull	Warren
Farnell, Margaret J	Belmont	Martins Ferry
Farr, Bird	Belmont	Martins Ferry
Farr, Sarah	Trumbull	Girard
Farrar, Anna T	Stark	Canton
Farson, Anna E	Washington	Rockland
Farver, Lester Otto	Holmes	Baltic
Farver, W. H	Summit	Akron
Fasnacht, Mary Christina	Summit	Inland
Fayerweather, Nellie S	Summit	Akron
Feller, Gertrude	Cuyahoga	Brecksville
Fenton, Jessie M	Ashtabula	Rock Creek
Ferguson, Mary Ella	Columbiana	New Waterford
Fields, Cora Ellen	Cuyahoga	Cleveland
Fields, Emma J	Cuyahoga	E. Cleveland
Fieser, Louise Gertrude	Portage	Ravenna
Filson, Clara Elsie	Columbiana	Lisbon
Finefrock, Vera Marie	Stark	Canal Fulton
Finical, Dora D	Harrison	Cadiz
Finley, Dale	Holmes	Millersburg
Finney, Helen Margaret	Richland	Mansfield
Finnin, Mamie	Union	Marysville
Fitch, Besse O	Harrison	Freeport
Fitch, Mamie J	Mahoning	Youngstown

Fitz, Mary Josephine	Erie	Venice
Fleck, Alta Irene	Medina	Seville
Fleming, Neva M	Ashtabula	Geneva
Fletcher, Harriett	Trumbull	Warren
Flickinger, Frances Folsom	Mahoning	Canfield
Flint, Freda	Trumbull	Hartford
Foltz, Hazel	Stark	Canal Fulton
Ford, Arline Rebecca	Trumbull	Niles
Ford, Beth	Ashtabula	Williamsfield
Forward, Carrie Lelia	Delaware	Sunbury
Fosnight, Robert McKinley	Summit	Inland
Fosnight, Sarah Myrtle	Summit	Inland
Foster, Charles E	Ashtabula	E. Orwell
Foust, Letha W	Trumbull	Girard
Fowler, Alice	Portage	Garrettsville
Fowler, Christine M	Trumbull	Nutwood
Fowler, Marion C	Trumbull	Nutwood
Fowler, Ora L	Holmes	Millersburg
Fowler, Ruth Eleanor	Summit	Cuyahoga Falls
Fox, Anna M	Portage	Suffield
Fox, Deette	Geauga	Mantua
Fox, Marian	Richland	Mansfield
Fox, Maude May	Trumbull	Warren
Fox, Nellie	Stark	Limaville
France, Lucile Delphine	Tuscarawas	Midvale
Franklin, Ruth	Ashtabula	Conneaut
Frantz, Birdie May	Trumbull	Portland
Franz, Grace	Ashland	Ashland
Frase, Ruby L	Summit	Barberton
Frazee, Mary	Wyandot	Nevada
Fredley, Daisy O	Columbiana	Homeworth
Freer, Isabelle	Crawford	Galion
French, Agnes	Columbiana	Salem
Fridenstine, Florence H	Lorain	Elyria
Friedly, Hilda	Van Wert	Convoy
Friend, Nellie A	Lorain	Lorain
Fritz, Kenneth W	Stark	Louisville
Fritzinger, Carrie A	Crawford	New Washington
Frutiger, Della May	Tuscarawas	New Philadelphia
Fry, Maude B	Richland	Mansfield
Fulton, Margaret Wilson	Mahoning	Youngstown
Furber, Nellie	Ashtabula	Dorset
Gains, Hilda M	Trumbull	North Bristol
Gallagher, Alice Clara	Columbiana	Salineville
Gamertsfelder, Carrie	Ashland	Ashland
Gamertsfelder, Edna	Ashland	Ashland
Gannett, Orrie E	Lorain	Wellington

Garman, George Wendell	Summit	Inland
Gaston, Alice R	Lorain	Elyria
Gatchell, Rachel Lois	Belmont	Martins Ferry
Geale, Nellie	Trumbull	Warren
Geis, Ruth A	Stark	Massillon
George, Clara Miller	Tuscarawas	Port Washington
George, Ethel Pauline	Tuscarawas	Port Washington
Gerlach, Sarah	Lorain	Amherst
Gerren, Carrie Helen	Portage	Rootstown
Gill, Anna Pearl	Ashland	Ashland
Gintz, Gretchen	Tuscarawas	Canal Dover
Girard, Ella Mae	Columbiana	Washingtonville
Gladhart, Winifred	Marion	Caledonia
Glaser, Mabel Margaret	Ottawa	Oak Harbor
Glenn, Ione Marie	Coshocton	Coshocton
Goerke, Clara	Stark	Canton
Goff, Eleanor M	Belmont	Dillonvale
Goff, Hannah Florence	Belmont	Martins Ferry
Goggin, Mary Constance	Ashtabula	Ashtabula Harbor
Goldie, Mary	Trumbull	Youngstown
Good, Deette L	Lorain	Elyria
Gordon, Hulda Irene	Mahoning	Ellsworth
Gordon, Nora C	Mahoning	Ellsworth
Goshorn, Helene	Wayne	West Salem
Goshorn, Martha Jane	Wayne	West Salem
Gosser, Ella L	Coshocton	Coshocton
Gossett, Olive M	Tuscarawas	Dennison
Gotshall, Emma J	Harrison	Scio
Gotter, Edna Marie	Stark	Louisville
Gough, May	Mahoning	Struthers
Gove, Alice E	Stark	Alliance
Graber, Pearl Mae	Columbiana	Salem
Grace, Dorothea A	Geauga	East Clarion
Grace, Ethel M	Geauga	East Clarion
Graham, Grace	Ashtabula	Dorset
Graham, M. Nevada	Holmes	Millersburg
Graves, Olive I	Erie	Castalia
Gray, J. Lee	Mahoning	Beloit
Gray, Ruby A	Portage	Ravenna
Graybill, Mabel Helen	Stark	Massillon
Green, Augusta	Cuyahoga	Macedonia
Green, Rose E	Portage	Kent
Gregg, Albert S	Lorain	Lorain
Gregg, Heber D	Belmont	Belmont
Gregory, Lucy I	Summit	Barberton
Griesheimer, Anna J	Ross	Chillicothe
Griffey, Doris Irene	Ashtabula	Conneaut

Griffin, Mary E	Marion	Marion
Griffith, Myra Elizabeth	Portage	Wayland
Griggs, Gladys	Lorain	Wellington
Grimm, Vina	Tuscarawas	Bolivar
Groves, Myrl	Trumbull	Cortland
Guiley, Milton Roy	Stark	Hartville
Gulling, Albert Lee	Stark	Louisville
Gulling, Dorothy Elsie	Stark	Mayimo
Guterba, Ethel N.	Mahoning	New Middletown
Guy, Dorothy May	Marion	Marion
Hadley, Eliza Mary	Cuyahoga	Brecksville
Hadley, Ethel K	Trumbull	Cortland
Hadley, Reba M	Trumbull	Cortland
Haible, Clara	Trumbull	Warren
Haines, John H	Union	W. Mansfield
Haines, McKinley	Union	W. Mansfield
Haire, Anna V	Knox.	Howard
Hall, Clara Louise	Portage	Garrettsville
Hall, Eva M	Ashtabula	Ashtabula
Hall, Gertrude M	Licking	Newark
Hall, Leah C	Carroll	Carrollton
Hall, Stella Roberts	Coshocton	Coshocton
Halverstadt, Lila M	Columbiana	Leetonia
Halverstadt, Olive	Columbiana	Lisbon
Hamilton, Ethel C	Trumbull	Brookfield
Hanawalt, Agnes H	Trumbull	Farmdale
Hannen, Alice	Washington	Marietta
Hannen, Kate	Washington	Marietta
Harbourt, Mabel P	Belmont	Martins Ferry
Harris, Iva M	Lake	Madison
Harris, Opal E	Ashland	Ashland
Harrison, Margaret Ellen	Geauga	Middlefield
Harrison, Phebe Mary	Lake	Painesville
Harrison, Vera Louise	Summit	Clinton
Harshman, Dena C	Trumbull	Mineral Ridge
Harshman, Margaret	Jefferson	Mingo Jct.
Hart, Ethel Nora	Trumbull	W. Farmington
Hart, Le Verne	Defiance	Hicksville
Hartlerode, Ruth C	Portage	Ravenna
Hartline, Bessie M	Huron	Norwalk
Hartline, Georgia E	Huron	Norwalk
Hartman, Marguerite	Portage	Randolph
Hartman, M. Mayble	Medina	Wadsworth
Hartzell, Esther	Portage	N. Benton
Hartzell, Gwendoline	Stark	Alliance
Hastings, Ethel C	Lorain	La Grange
Hatcher, Joseph O	Hardin	La Rue

Hauxwell, Hazel	Stark	Canal Fulton
Havelick, Alma M	Erie	Sandusky
Hawk, Irene	Summit	E. Akron
Hawkins, Evangeline	Trumbull	Hartford
Hawkins, Ralph	Carroll	Kensington
Hawkes, Flossie Faye	Ashland	Perrysville
Hay, Belle A	Cuyahoga	Cleveland
Hayes, Carrie M	Trumbull	Burghill
Hayward, Virginia	Ashtabula	Rock Creek
Hazen, Martha		
Heath, Grace	Ashtabula	Dorset
Heath, Ruby V	Ashland	Nova
Heffelfinger, Ferne	Ashland	Ashland
Heffelfinger, Mary R	Crawford	Crestline
Heffelfinger, Pauline	Crawford	Crestline
Heft, Clara Mae	Coshocton	Warsaw
Heiby, Lena	Mercer	Ft. Recovery
Heider, Mary	Wood	Toledo
Heifner, Fanny C	Ashland	Nankin
Heizer, Delta May	Wood	No. Baltimore
Helen, Mary Frances	Knox	Gambier
Hemphill, Roberta May	Summit	Barberton
Henderson, Blanch Ethel	Columbiana	Salineville
Henry, Grace Ellen	Summit	Hudson
Herbert, Anna Mary	Columbiana	Salem
Herner, Ivan A	Trumbull	Phalanx Sta.
Herrick, Marcia	Ashtabula	Andover
Herrick, Mildred	Ashtabula	Andover
Herriff, Amy Irene	Portage	Kent
Herriff, Dene Marie	Portage	Kent
Herring, Helen Irene	Richland	Mansfield
Hershberger, Nora	Holmes	Shanesville
Hershberger, Wm. J	Holmes	Shanesville
Hershman, Esther	Coshocton	Coshocton
Hershman, Helen L	Coshocton	Coshocton
Hershner, Cora Vinetta	Morrow	Mt. Gilead
Hervey, Elvira Justina	Lake	Painesville
Hervey, Saima Ilona	Lake	Painesville
Herwick, Florence	Summit	Barberton
Hess, Emily C	Cuyahoga	West Park
Hess, Kester Nile	Hardin	Dola
Heyman, Sara	Sandusky	Bellevue
Hicklen, Emma R	Portage	Atwater
Hickok, Jessie L	Ashtabula	Jefferson
Hicks, Frederick J	Cuyahoga	Cleveland
Hickson, Margaret Anna	Morrow	Mt. Gilead
High, Marie L	Crawford	New Washington

Hill, Ethel	Mahoning	Struthers
Hill, Italia E	Summit	Akron
Hill, Margaret E	Mahoning	Struthers
Hill, Pauline	Portage	Garrettville
Hillock, J. Ernest	Geauga	Middlefield
Hinchcliff, Marian	Trumbull	Girard
Hinds, Mary Luella	Marion	Caledonia
Hinkle, Della	Summit	Akron
Hinkle, Edith G	Summit	Akron
Hinten, Anna Bernice	Columbiana	East Liverpool
Hinten, Elsie V	Columbiana	East Liverpool
Hinten, N. Elva	Columbiana	East Liverpool
Hist, Frank J	Cuyahoga	Bedford
Hobart, Alice D	Trumbull	Cortland
Hochstetter, Hazel	Marion	Marion
Hofer, Lillie Rose	Cuyahoga	Cleveland
Hoffee, Charles	Carroll	Dell Roy
Hoffman, Anna Mary	Columbiana	Homeworth
Hoffman, J. R	Medina	Litchfield
Hofstettler, Dennis	Coshocton	Killbuck
Hogle, Mildred	Ashtabula	Conneaut
Holmes, Carrie	Wayne	Wooster
Holzhaver, Mildred	Lorain	Amherst
Hood, Hazel Marie	Trumbull	Niles
Hopper, Will Griffin	Ashtabula	Andover
Hosmer, Bethel	Geauga	Middlefield
Housley, Ruth E	Stark	Canton
Housman, Meta B	Stark	Canal Fulton
Howard, Mary	Ashtabula	Kingsville
Howe, Gladys O	Cuyahoga	Strongsville
Howells, Reba L	Trumbull	Niles
Hubbard, Helen	Cuyahoga	Bedford
Hubbard, Irene S	Trumbull	Warren
Hubbard, Jennie	Lorain	La Grange
Hudson, Hazel Josephine	Portage	Wayland
Hufnagle, Caroline	Ashtabula	Andover
Hug, Matilda	Stark	Massillon
Hughes, Ethel E	Richland	
Hulbert, Anna Sophia	Geauga	Thompson
Hunter, Irma	Tuscarawas	Dennison
Huntley, Carrie	Medina	Medina R. D. 3
Huntley, Henry	Medina	Medina
Hurd, Lucile M	Trumbull	Phalanx
Hutt, Martha K	Pike	Waverly
Hyde, Bessie L	Lorain	Elyria
Hyde, Carol M	Trumbull	North Bristol

Ickes, Pearl	Carroll	Dellroy
Inman, Florence M	Lorain	Lorain
Irwin, Alice	Lucas	Holland
Irwin, Olive Alicia	Summit	Akron
Isdell, Ila W	Cuyahoga	Bedford
Ishee, Ethleen Marie	Geauga	Huntsburg
Izant, Mary	Trumbull	Warren
Jacob, Helen Elizabeth	Stark	Canton
Janson, Ruth	Carroll	Magnolia
Jeffrey, Margaret J	Jefferson	Island Creek
Jeffrey, Mary Belle	Jefferson	Island Creek
Jelley, Eleanor B	Lorain	Lorain
Jenkins, Maud T	Cuyahoga	Lakewood
Jennings, Bessie E	Trumbull	Kinsman
Jenson, Marie	Stark	Canton
Jewett, Anna	Jefferson	Steubenville
Jewett, Iva Muriel	Geauga	Middlefield
John, Lovella F	Lorain	Lorain
Johnson, Alma Eleanora	Ashtabula	Ashtabula
Johnson, Ethel May	Medina	Brunswick
Johnson, Grace Beal	Harrison	Cadiz
Johnson, L. Lucile	Harrison	Cadiz
Johnston, Irene Beatrice	Trumbull	Mineral Ridge
Joliat, Helen Celestine	Stark	Louisville
Jones, Blanche	Stark	Louisville
Jones, Hazel Christine	Geauga	Parkman
Jones, Govern	Delaware	Radnor
Jones, Jessie	Summit	Cuyahoga Falls
Jones, Mayme S	Ashtabula	Ashtabula
Jordan, Anna Irene	Summit	Akron
Kane, Harry W	Trumbull	Hubbard
Karn, Anna	Trumbull	Warren
Karp, Esther	Stark	Canton
Kaske, Anna Helen	Cuyahoga	Warrensville
Kaske, Elizabeth M	Cuyahoga	Warrensville
Katila, Elizabeth	Lake	Fairport
Kaufman, Gertrude	Stark	Canton
Kay, Mary	Trumbull	Youngstown
Keck, Eva E	Stark	New Berlin
Keener, Ethel M	Geauga	Thompson
Kellar, Cora Mae	Jefferson	Fernwood
Kellar, Stella Ruth	Delaware	Delaware
Kelley, Bernice Louise	Ashland	Ashland
Kellog, Alice Palmer	Ashtabula	Ashtabula
Kellog, Florence Ruth	Ashland	Ashland
Kelly, Hannah F	Erie	Sandusky

Kelly, Zaida	Stark	Massillon
Kern, Grace Rosella	Ottawa	Oak Harbor
Kerr, Harriett M	Ashland	Ashland
Kimmel, Mary Elda	Portage	Ravenna
Kinney, Claudia Valeria	Mercer	Celina
Keys, Harriet	Portage	Atwater
Kienle, Marguerite	Richland	Mansfield
Killey, Elsie	Ashtabula	Geneva
Killian, Charlotte	Summit	Barberton
King, Fern	Geauga	Middlefield
King, Frances M	Trumbull	Warren
King, Josephine Rosalie	Ashtabula	Jefferson
King, Mildred	Stark	Alliance
Kinnear, Grace	Ashtabula	Kingsville
Kirk, Ada L	Columbiana	Salineville
Kirk, Edna Le Noir	Columbiana	Salineville
Kirk, Mary G	Columbiana	Salineville
Kiser, Sadie	Geauga	Chardon
Kisling, Ethel L	Highland	Greenfield
Klein, Edith E	Summit	Clinton
Kline, Mabel T	Ashland	Nankin
Kline, Marjorie	Mahoning	Calla
Kline, Mary	Tuscarawas	Shanesville
Klingbeil, Eleanor	Lorain	Lorain
Klink, Grace L	Cuyahoga	Brecksville
Klopfenstein, Ada Adelphia	Stark	Paris
Knapp, Alice E	Portage	
Knapp, Leta	Ashtabula	Dorset
Knauss, Kathryn Marie	Wood	Sugar Ridge
Kneale, Lena Ethel	Lake	Madison
Kneisel, Gertrude Elizabeth	Lorain	Vermilion
Knepp, Beulah	Wayne	Wooster
Knight, Cora	Logan	W. Mansfield
Knight, Grace	Trumbull	Girard
Knobloch, Dorothea Grace	Cuyahoga	Cleveland
Knoll, Viola	Stark	Louisville
Knoll, Winona	Stark	Louisville
Knopp, Ida Carrie	Summit	Boston
Knorr, Dorothy	Cuyahoga	Cleveland
Koechley, Loretta Agnes	Huron	Bellevue
Koeppe, John F	Williams	Bryan
Kollman, Helen Greely	Lorain	Amherst
Kollman, Luella Elizabeth	Erie	Sandusky
Koontz, Magdalene	Stark	Louisville
Krause, Ida Harriett	Portage	Aurora
Kreighbaum, Grace	Stark	Canton
Kreitler, Eleanor J	Trumbull	Warren

Kremer, Marguerite	Medina	Wadsworth
Kreye, Adeline W	Jefferson	Steubenville
Kuhn, Alvina Annie	Huron	Bellevue
Kupfler, F. A.	Cuyahoga	Solon
Kurtz, Esther E	Stark	No. Lawrence
Kurtz, Irma	Stark	Hartville
Kyle, Lovina M	Trumbull	Niles
Lackey, Lois E	Trumbull	Girard
La Dow, Vera Esther	Portage	Kent
Lafferty, Howard	Ashtabula	Jefferson
Lafferty, Marie	Ashtabula	Kingsville
Lake, Mary E	Lorain	Lorain
Landis, Ira L	Ashland	Sullivan
Lane, Lora Viola	Belmont	Martins Ferry
Lang, Alma	Medina	Litchfield
Larkin, Zeta	Stark	Canton
Laser, Alma	Richland	Mansfield
Lattan, Alma C	Mahoning	Youngstown
Lautsbaugh, Edith	Richland	Mansfield
La Viers, Sarah Jane	Snmmit	Clinton
Lawrence, Mabel	Trumbull	Warren
Ledrich, Florence Fern	Holmes	Millersburg
Lee, Leila	Union	Marysville
Lee, Lila	Portage	Ravenna
Lee, Mabel Blanche	Belmont	Bellaire
Lee, Tamzen	Holmes	Millersburg
Leech, Martha	Richland	Mansfield
Leech, Stacy C	Ashtabula	Kingsville
Leggett, Florence Ellene	Portage	Newton Falls
Lehr, Arwilda Pearl	Stark	Middlebranch
Lehr, Mae Berdella	Stark	Middlebranch
Leighton, Mary Elizabeth	Lorain	Lorain
Leutz, Edith Rose	Ottawa	Oak Harbor
Leutz, Ida May	Stark	Louisville
Levengood, Eva M	Wayne	Orrville
Lewis, Charity P.	Ashland	Ashland
Lewis, Eva Gailey	Wood	Prairie Depot
Lewis, Minnie Frances,	Columbiana	Salem
Lichty, Eva	Tuscarawas	Tuscarawas
Lieser, Florence C	Tuscarawas	New Comerstown
Linder, Rose Marie	Ottawa	Oak Harbor
Lindsay, Grace	Marion	Marion
Lindsay, Jean Marie	Mahoning	Struthers
Lindsay, Sadie M	Mahoning	Struthers
Link, Rose Angela	Erie	Sandusky
Linsley, Alma	Trumbull	Farmdale
Littlejohn, Florence	Lake	Painesvilel

Lloyd, Elmer Newman	Jefferson	Amsterdam
Lockwood, Marian R.	Lorain	Lorain
Locy, Mary Jane	Ashtabula	Jefferson
Loffer, Bessie	Logan	Degraff
Loichot, Lillian	Stark	Canton
Long, Teresa	Lucas	Waterville
Longstreet, Edith	Mahoning	N. Lima
Lonsinger, Pauline	Coshocton	Brink Haven
Loomis, Catherine Margaret	Richland	Mansfield
Lowe, Margaret Laura	Tuscarawas	Dennison
Lucas, Elisha Edwin	Belmont	Morristown
Luch, Stacy Clyde	Ashtabula	Kingsville
Ludwig, Carrie Alice	Richland	Mansfield
Luff, Margaret L.	Portage	Kent
Luke, Narola C.	Holmes	Clark
Lutz, Agnes	Hardin	Forest
Lutz, Vernie G	Stark	Canton
Lyman, Mae L.	Lorain	Elyria
Lytle, Bernice	Portage	Ravenna
MacAdams, Myra	Jefferson	Rayland
McArtar, Alice N.	Columbiana	East Liverpool
McCabe, Mary	Marion	Caledonia
McCann, Catherine H	Erie	Sandusky
McCarthy, Dorcas	Mahoning	Youngstown, Sta. A
McCarty, Anna Lois	Belmont	Martins Ferry
McCauley, Effie	Defiance	Hicksville
McClaflin, Hazel Irene	Huron	Wakeman
McConnell, Mary	Harrison	New Athens
McConnell, Nellie	Belmont	Morristown
McCorkle, Grace Adelle	Mahoning	Youngstown
McCormick, Jemima	Columbiana	Leetonia
McCreery, Orpha	Cuyahoga	Brecksville
McCreery, Susie	Cuyahoga	Brecksville
McCuskey, Raymond B.	Summit	Cuyahoga Falls
McDowell, Alta	Summit	Akron
McDowell, Gladys	Holmes	Glenmont
McEveny, Hazel	Coshocton	Coshocton
McFadden, C. F.	Stark	New Berlin
McFadden, Jessie	Harrison	Cadiz
McGowan, John M.	Pike	Jasper
McIntire, Sabra I.	Knox	Fredericktown
McKee, Lulu	Tuscarawas	Dennison
McKelvey, Margaret C.	Wayne	Fredericksburg
McKenzie, Ethel	Holmes	Nashville
McKim, Claire	Hardin	Mt. Victory
McKim, Jennie	Hardin	Mt. Victory
McLaren, Florence R.	Trumbull	Warren

McLaughlin, Crystal Mary	Wood	Portage
McLaughlin, Pearle Catherine	Wood	Portage
McLeod, Florence Estella	Cuyahoga	Cleveland
McMannis, Helen	Coshocton	Coshocton
McMillen, Daisy	Holmes	Millersburg
McTigue, Helen K	Lucas	Toledo
Mackey, Nellie P	Ashtabula	Andover
Mackey, Zella Verne	Tuscarawas	New Comerstown
Macklin, Ruth Virginia	Mahoning	Youngstown, R. 4
Madden, Loretta Catherine	Ashtabula	Ashtabula
Maddox, Bertha E	Huron	Collins
Madley, Violet Elizabeth	Trumbull	Niles
Manahan, Hazel	Huron	Norwalk, R. D. No. 6.
Manson, Ruth E	Hardin	Mt. Victory
Marble, Alice R	Trumbull	Girard
Markell, Eugenie	Lake	Painesville
Markle, Marie	Jefferson	Steubenville
Markley, Edith R	Ashland	Ashland
Marr, Lavina	Stark	Massillon
Marsh, Leah Mary	Portage	Kent
Marsh, Mabel Irene	Summit	Tallmadge
Marshall, Bertha	Portage	Ravenna
Marshall, Edna	Portage	Ravenna
Martin, Grace Willmott	Trumbull	Mineral Ridge
Mason, Anita Louise	Belmont	Bellaire
Mason, Maud	Ashtabula	Dorset
Matthes, Esther	Erie	Sandusky
Matthews, Grace E	Trumbull	Warren
Maurice, Irene	Mahoning	Lowellville
Maxwell, M. Louise	Portage	Atwater
Means, Louise	Ashtabula	Conneaut
Meek, Maud	Tuscarawas	New Philadelphia
Meese, Alfred Hall	Lorain	Lorain
Meredith, Ora C	Columbiana	Salineville
Merrell, Winifred M	Portage	Kent
Merriman, Treva Bird	Lake	Perry
Merritt, Tamzen Christina	Belmont	St. Clairsville
Merryman, Bertha	Harrison	Cadiz
Meyer, Ella	Columbiana	Salem
Meyers, Celia	Lorain	N. Ridgeville
Meyers, Mamie D	Cuyahoga	West Park
Mikisell, Ray	Licking	Black Run
Miksch, Adah	Summit	Copley
Mild, Laverna Neoma	Knox	Mt. Vernon
Miles, Carrie E	Richland	Mansfield
Miles, Mable	Richland	Mansfield
Miley, Carlton L	Marion	Waldo

Miller, Alma I	Crawford	Galion
Miller, Anna M	Summit	Barberton
Miller, Cecil	Richland	Mansfield
Miller, Fern Arlene	Summit	Barberton
Miller, Florentine A	Geauga	Montville
Miller, G. F	Trumbull	Warren
Miller, Jean	Stark	Canton
Miller, Leta Courtney	Lake	Painesville
Miller, Lister H	Holmes	Berlin
Miller, Lucile C	Medina	Brunswick
Miller, Mary M	Coshocton	Coshocton
Miller, Minnie A	Lorain	Avon Lake
Miller, Ruth Arretta	Summit	Barberton, R. D.
Milligan, Nellie B	Mahoning	Lowellville
Mills, Albertina W	Portage	Mantua
Mills, E. Pearle	Summit	Barberton
Mills, Robert D	Fulton	Swanton
Miner, Jessie	Ashtabula	Williamsfield
Mitchell, Rebecca Jean	Tuscarawas	Uhrichsville
Mitten, Anna Jane	Holmes	Glenmont
Mitten, Joe Atlee	Holmes	Glenmont
Mizer, Edna	Tuscarawas	New Comerstown
Mizer, Jessie Mae	Tuscarawas	New Comerstown
Mizner, Florence A	Trumbull	Hubbard
Moats, Freda	Ashtabula	Conneaut
Mohler, Madge	Coshocton	Canal Lewisville
Montague, Hazel	Lorain	Grafton
Montgomery, Mary	Ashtabula	Conneaut
Moore, Charlotte	Richland	Mansfield
Moore, Charlotte Marie	Mahoning	Youngstown, R. D. No. 1
Moore, Charles	Ashtabula	Orwell
Moore, Lois	Carroll	Carrollton
Moore, Lulu	Summit	Barberton
Moore, Mae	Portage	Kent
Moore, Marguerite	Ashtabula	Orwell
Moore, Marie A	Carroll	Carrollton
Moore, Marion L	Ashtabula	E. Orwell
Moran, Margaret	Cuyahoga	Cleveland
Morgan, Aleta S	Ashtabula	Ashtabula
Morgan, Ebenezer Thomas	Tuscarawas	Sandyville
Morgan, Lyle K	Lorain	Wellington
Morgan, Mabel	Mahoning	Struthers
Morgan, Sheldon	Ashtabula	Ashtabula
Morris, Clara A	Stark	Massillon
Morse, Leita Marie	Geauga	Parkman
Moss, Beatrice L	Geauga	E. Claridon
Moss, Ethel C	Geauga	Huntsburg

Mowls, John Nelson	Carroll	Mineral City
Murphy, Elma	Tuscarawas	New Comerstown
Murphy, Ruby D	Geauga	Thompson
Murray, Edith L	Trumbull	Spokane
Murray, Elnora A	Huron	Wakeman
Murrell, Esther M	Licking	Etna
Mutschelknaus, Mary	Tuscarawas	Shanesville
Myerholtz, Maybelle H	Ottawa	Oak Harbor
Myers, M. Christina	Lorain	Elyria
Myers, Ira	Portage	Atwater
Myers, Margaret	Jefferson	Steubenville
Myers, Mary V	Mahoning	Youngstown
Neiss, Mabel Irene	Trumbull	Niles
Nelson, Betty E	Ashtabula	Jefferson
Newman, Hazel Jane	Fairfield	Carroll
Newton, Lulu D	Portage	Ravenna
Nichols, Hazel	Geauga	Novelty
Nichols, Madge Y	Lorain	La Grange
Nicholson, Alice M	Portage	Garrettsville
Niman, Clara A	Geauga	Chagrin Falls
Nims, Florence	Ashtabula	E. Orwell
Nims, Gertrude	Ashtabula	E. Orwell
Noble, Cora	Tuscarawas	Dennison
Noble, Philura I	Cuyahoga	Boston
Noe, H. Belle	Morrow	Mt. Gilead
Noe, Margaret	Morrow	Mt. Gilead
Noll, Lulu Catharine	Medina	Wadsworth
Noot, Jennie E	Stark	Massillon
Norris, Rachel Lee	Huron	New London
Null, Christie	Delaware	Ashley
Oakes, Verona Loretta	Stark	Minerva
Ober, Maude E	Cuyahoga	Chagrin Falls
O'Brien, Margaret	Columbiana	Wellsville
Odell, Bess L	Jefferson	Steubenville
Odell, Ida	Jefferson	Steubenville
Ohlemacher, Fay	Erie	Sandusky
Olds, Harold V	Delaware	Ashley
Olin, Metta E	Portage	Kent
Olin, Nina D	Portage	Kent
O'Mara, Marguerite	Erie	Collins
O'Neil, Pearl Rose	Erie	Sandusky
Orin, Esther L	Tuscarawas	Dennison
Ormes, Mabel	Columbiana	Salem
Orr, Bessie May	Cuyahoga	West Park
Osborne, Alva D	Columbiana	East Liverpool

Osborn, Amy B	Mahoning	Youngstown
Oster, Frances M	Cuyahoga	Cleveland
Otten, Anna M	Stark	Canal Fulton
Otten, Katy W	Stark	Canal Fulton
Owen, Laura Pauline	Trumbull	West Farmington
Owen, Mary L	Geauga	Parkman
Ozmun, Oma	Summit	Peninsula
Packard, Mabel Ella	Lorain	Amherst
Palmer, Bertha Gertrude	Summit	Kent
Parker, Genevieve L	Geauga	Burton
Parker, Helen Marie	Summit	Akron
Parnaby, Chester W	Geauga	Middlefield
Parrish, Mabel	Coshocton	Coshocton
Patch, Ilda M	Geauga	Novelty
Patterson, Jean Elaine	Geauga	Burton
Paul, Frances	Ashtabula	Andover
Payne, Hazel Leone	Ashtabula	Austinburg
Pazderski, Roman	Cuyahoga	Cleveland
Pepper, Ruth	Washington	Moss Run
Percy, Mabel M	Defiance	Defiance
Perkins, Bertha Peryl	Portage	Deerfield
Perkins, Loire	Noble	Quaker City
Perrin, Lettie	Ashtabula	Geneva
Perry, Kathryn Lucina	Lake	Perry
Peters, Odessa M	Ottawa	Oak Harbor
Peterson, Lyda Josephine	Ashtabula	Jefferson
Pettay, Minnie May	Harrison	Freeport
Pettit, Frances	Lake	Madison
Pfeifer, Asta	Crawford	Galion
Pfeiffer, Viola	Medina	Litchfield
Pfenninger, Louisa	Cuyahoga	Cleveland
Pfile, Ardis	Portage	Ravenna
Phelps, Ella Mayland	Mahoning	Youngstown
Phillips, Stella C	Summit	Tallmadge
Pickens, Mary E	Belmont	Martins Ferry
Pickett, Katharine	Ashtabula	Andover
Pickett, Nellie	Ashtabula	Andover
Pierce, Elizabeth	Erie	Wakeman
Pierce, Ethel M	Guernsey	Byesville
Pierson, Annette Eliza	Lake	Mentor
Pierson, Hortense	Stark	Canton
Pilliod, Marguerite A	Lucas	Holland
Pilliod, Rosine Gertrude	Lucas	Maumee
Piona, Martha C	Portage	Ravenna
Pittman, Naomi B	Marion	Caledonia
Pomeroy, Jessie	Geauga	Thompson
Pool, Florence	Logan	Degraff

Porter, Esther L	Ashtabula	Austinburg
Porter, Florence	Ashtabula	Kingsville
Porter, Hazel Elizabeth	Ashtabula	Austinburg
Potter, Bertha Lillian	Huron	New London
Potter, Mildred	Lucas	Toledo
Pottorf, Margaret Winifred	Columbiana	Salem
Prentice, Georgiana	Cuyahoga	Cleveland
Price, Mary F	Delaware	Radnor
Pugh, Ethel A	Paulding	Payne
Pugsley, Lilon	Cuyahoga	Rocky River
Queenan, Clara M	Lucas	Sylvania
Quinn, Rosa	Washington	Marietta
Raeuber, Bertha	Washington	Dell
Rahn, Minna	Coshocton	Brink Haven
Ramsdell, Helen A	Portage	Newton Falls
Ramsey, Marie Belle	Columbiana	Lisbon
Rauch, Elma A	Columbiana	Leetonia
Raw, Ruth Marguerite	Summit	317 Rhodes Ave., Akron
Ray, Nellie M	Stark	Massillon
Ream, Ruth	Stark	Hartville
Reed, Helen L	Portage	Kent
Reed, Malcolm	Geauga	Chagrin Falls
Reed, Mary Bromley	Knox	Mt. Vernon
Rees, Jane B	Trumbull	Girard
Rees, Jessie	Trumbull	Girard
Rees, Margaret	Trumbull	Girard
Reese, Frances	Stark	Canton
Reeser, Pearl Mae	Summit	Mogadore
Regula, Maye Estella	Tuscarawas	Tuscarawas
Reiboldt, Florence	Stark	Lake
Reiboldt, Lucy C	Stark	Lake
Reichart, Dorothy	Richland	Mansfield
Reichle, Blanche E	Cuyahoga	Bedford
Rex, Harold	Tuscarawas	Bolivar
Reynolds, Wm. E	Geauga	Parkman
Rhodes, Ralph H	Mahoning	Struthers
Rice, Bessie B	Mahoning	Canfield
Richar, Hazele Elnora	Trumbull	Niles
Richards, Elizabeth	Portage	Wayland
Richey, Mary C	Columbiana	Hanoverton
Ricker, Dora	Crawford	Galion
Ricker, Leona Viola	Crawford	Galion
Ricksecker, Aaron W	Mahoning	Lowellville
Riddle, Edna V	Ashland	Ashland
Rider, Clyde Gertrude	Trumbull	Niles
Ridiker, Margie A	Medina	Brunswick

Riedinger, Mary	Portage	Kent
Ries, Leona Marie	Erie	Sandusky
Riley, Cora Mae	Cuyahoga	Solon
Riley, Mabel Frances	Medina	Brunswick
Ripley, Emma K	Trumbull	Warren
Ritchie, Ethel Margaret	Geauga	Middlefield
Ritzi, Frances C	Cuyahoga	East Cleveland
Roberts, Catherine	Mahoning	Struthers
Roberts, Flossie	Logan	West Mansfield
Roberts, Gilbert	Knox	Fredericktown
Roberts, Minnie Helen	Jefferson	Dillonvale
Roberts, Olive	Trumbull	Hubbard
Robertshaw, Theo	Belmont	Martin Ferry
Robinson, Helen	Richland	Mansfield
Robinson, Rebekah	Stark	Massillon
Roche, Anna Marie	Auglaize	Wapakoneta
Roether, Anna	Wood	Perrysburg
Rogers, Ruth H	Lorain	Grafton
Rohrbaugh, Lillie M	Mahoning	Struthers
Roling, Margaret Mary	Lorain	Amherst
Roorback, A. Donna	Huron	New London
Roseum, Ada	Geauga	Chesterland
Roseum, Norma	Geauga	Chesterland
Ross, Meta Barbara	Erie	Sandusky
Rothenhoefer, Bertha	Huron	Chicago Junction
Rounds, Edna B	Lorain	La Grange
Roxbury, Grace Lillian	Cuyahoga	Solon
Royer, Milton Larimore	Stark	Hartville
Rush, Ethel Cynthia	Lake	Wickliffe
Russell, Anna Julia	Mahoning	Youngstown
Russell, Doris	Ashtabula	Dorset
Ryan, Ella M	Erie	Sandusky
Saigeon, Artemisia	Cuyahoga	Cleveland
St. John, Hazel	Lucas	Holland
Salmon, Mary E	Cuyahoga	E. Cleveland
Sanders, Luella G	Wood	Millbury
Sanders, R. Viola	Wood	Millbury
Sandmann, Mary H	Trumbull	Niles
Sanor, Gertrude	Stark	Canton
Sanor, Vesta	Columbiana	Homeworth
Sawvel, Amanda	Stark	Louisville
Schaaf, Clara L	Cuyahoga	Independence
Schaaf, Edith M	Cuyahoga	Independence
Schacht, Estelle	Erie	Sandusky
Schaeffer, Helen	Erie	Sandusky
Schembechler, Ellis	Stark	Canal Fulton
Schemenauer, Rhea E	Erie	Sandusky

Schidel, Caroline	Trumbull	Hubbard
Schlegel, Lillian	Summit	Barberton
Schlosser, Edna H	Defiance	Defiance
Schmiedel, Oliver B	Portage	Randolph
Schnitzer, Viola	Richland	Mansfield
Schonauer, Lloyd	Holmes	Killbuck
Schoner, Paul N	Stark	Hartville
Schoner, Ruth M	Stark	Lake
Schultz, Minnie Pauline	Summit	Clinton
Schuman, Neva G	Portage	328 E. Main, Kent
Scott, Mary Joy	Portage	Kent
Scott, Minnie	Wayne	Fredericksburg
Seaholm, Emma	Mahoning	Niles. R 2
Seaman, Leah Lorraine	Ottawa	Oak Harbor
Sedelke, Edna Elsie	Lorain	Oberlin
Seely, Ruth	Trumbull	Bristolville
Selleck, Clara M	Portage	Ravenna
Seymour, Marion	Portage	Ravenna, R, D. 3
Seymour, Ruth Webb	Summit	35 Eber Ave., Akron
Shafer, Ethel	Mahoning	Poland
Shafer, Kathryn Mary	Stark	Canal Fulton
Shaffer, Lucetta	Stark	Canton
Shaw, Flossie M	Stark	Canton
Shepherd, Elizabeth	Belmont	Barnesville
Sheridan, Mary Emily	Lorain	Lorain
Sherman, D. H	Hardin	Dunkirk
Shildrick, Emma	Medina	Medina
Shinn, Amy C	Columbiana	Leetonia
Shivers, Anna	Tuscarawas	Dennison
Shivers Bertha	Harrison	New Athens
Shoemaker, Wilbur	Stark	Lake
Shook, Harold	Stark	Aultman
Shook, Leona	Stark	Aultman
Shriver, Jay M	Summit	Aultman
Sibila, Blandina A	Stark	Massillon
Sibson, Lois	Portage	Diamond
Sibson, Sara J	Stark	Massillon
Siddall, Dorothy Doud	Portage	Ravenna
Sidle, Myrtle	Stark	Canton
Sidley, Anna Marie	Geauga	Thompson
Siefert, Josephine M	Crawford	Galion
Siggens, Gladys L	Erie	Saudusky
Simmons, Harriett	Medina	Chippewa Lake
Singer, Beatrice Elizabeth	Knox	Mt. Vernon
Singer, Mary	Harrison	Cadiz
Skaer, Blanche A	Tuscarawas	New Philadelphia
Slabaugh, Leta Mae	Portage	Atwater

Slade, Marion Bell	Summit	Akron
Smith, Ada	Lorain	Elyria
Smith, Bessie M	Logan	Degraff
Smith, Carrie Delight	Portage	Ravenna
Smith, Celestia A	Ashtabula	Conneaut
Smith, Mary Freda	Columbiana	Salem
Smith, Geraldine	Ashtabula	Conneaut
Smith, Gertrude E	Stark	Canton
Smith, Gladys Franalia	Portage	Ravenna
Smith, Lola E	Holmes	Millersburg
Smith, Lottie B	Medina	Medina
Smith, Mabel E	Union	Unionville Ctr.
Smith, Marie B	Stark	Canal Fulton
Smith, Marion B	Geauga	Charden
Smith, Myron	Stark	Lake
Smith, Ruth Grace	Lorain	Wellington
Smith, Treva	Ashland	Nova
Smyth, Elizabeth	Ashtabula	Andover
Smyth, Roy	Jefferson	Bergholtz
Snee, Ethel Esther	Carroll	Dellroy
Snyder. Helen E	Columbiana	Salem
Snyder, Mary M	Morrow	Mt. Gilead
Snyder, Phillys	Erie	Sandusky
Snyder, Violet M	Stark	New Berlin
Solms, Hulda	Auglaize	New Bremen
Somerwill, Grace	Trumbull	Warren
Southworth, Mildred Vera	Cuyahoga	Bedford
Spackey, Elsie	Wood	Jerry City
Spafford, Beryl	Ashtabula	Rock Creek
Spear, Zilla G	Trumbull	Warren
Spence, Marie Adelia	Cuyahoga	Rocky River
Spence, Mignon	Harrison	German
Spencer, Annie	Lorain	Elyria
Spies, Gladys Myrl	Stark	Osnaburg
Spiker, Pearl	Richland	Mansfield
Sprague, Mary E	Lorain	Wellington
Sprankle, Lida Warden	Crawford	N. Robinson
Springer, Leora	Ashland	Ashland
Sproul, Faith	Tuscarawas	Uhrichsville
Spuhler, Bessie M	Stark	Massillon
Squires, Florence	Stark	Massillon
Stafford, Vera La Rue	Mahoning	N. Lima
Stahl, Estella	Jefferson	Unionport
Stahl, Osie L	Stark	Alliance
Stahl, Tirzah	Stark	Alliance

Stanley, Florence	Portage	Deerfield
Stanley, Phoebe	Ashtabula	Conneaut
Starkey, Esther G	Belmont	Flushing
Starr, Ella	Summit	West Richfield
Starr, Ethel	Summit	Cuyahoga Falls
Starr, Laura M	Cuyahoga	Brecksville
Starr, Ruth Linette	Cuyahoga	Brecksville
Statts, Leona M	Summit	Cuyahoga Falls
Steele, Clyde C	Belmont	Barnesville
Steepee, Eletha May	Columbiana	Rogers
Steffenhagen, Mabel Caroline	Erie	Sandusky
Stephens, Bertha	Trumbull	Mineral Ridge
Stephens, Mary	Cuyahoga	Cleveland
Steuer, Mortimer L	Cuyahoga	Cleveland
Stewart, Alice A	Ashtabula	Jefferson
Stewart, Austa	Ashtabula	Jefferson
Stewart, Bessie V	Portage	Mantua
Stewart, Dennis E	Coshocton	Brakersville
Stewart, Lucy M	Green	Yellow Springs
Stewart, Margaret	Lorain	Elyria
Stiner, Helen Irene	Portage	Kent
Stockman, Helen	Marion	Marion
Stockton, Mildred	Ashtabula	Conneaut
Stockwell, Ella Lucile	Portage	Garrettsville
Stoffer, Carrie M	Columbiana	North Georgetown
Stoffer, Chester Arthur	Columbiana	Homeworth
Stone, Helen Christine	Lorain	Amherst
Stone, Ida Floreda	Lorain	Oberlin
Storck, De V	Lorain	Lorain
Stowe, Mildred	Ashtabula	Jefferson
Strabley, Eva	Columbiana	Salineville
Stratton, J. B	Portage	Ravenna
Stratton, May	Portage	Ravenna
Stroup, Myrtle M	Trumbull	Phalanx
Struble, Ada	Logan	Degraff
Stuart, Elizabeth	Cuyahoga	Strongville
Stuckey, Burdella M	Stark	Louisville
Stull, Inez F	Morrow	Lexington
Sullivan, Anna L	Summit	Akron
Sullivan, Ellen F	Summit	Akron
Sullivan, Nora E	Summit	Akron
Summers, Grace	Tuscarawas	Bolivar
Summers, Verna Ellen	Mahoning	N. Lima
Sutton, Frances	Jefferson	Hammondsville
Swallen, Norwood Wendell	Stark	Louisville
Swank, Olive A	Tuscarawas	East Sparta
Sweeney, Estella M	Mahoning	Youngstown

Sweeney, Lucy Ann	Lake	Painesville
Swickard, John	Ashtabula	Jefferson
Swigart, Hallie Lucile	Summit	Barberton
Swigart, Sarah	Richland	Mansfield
Swigart, Sarah A	Summit	Clinton
Swinehart, Esther	Portage	Kent
Swinehart, Leda	Portage	Kent
Swinehart, Mabel	Summit	East Akron
Swope, Eunice	Medina	Medina
Swope, Carson E	Ashland	West Salem
Sykes, Rhoda	Summit	Peninsula
Sylvester, Eunice Elnor	Medina	Medina
Taggart, Stella	Tuscarawas	Uhrichsville
Tarr, Alice Florence	Jefferson	Steubenville
Tarr, Mary Ella	Jefferson	Steubenville
Taylor, Edna M	Stark	Canton
Taylor, Hazel H	Trumbull	Mesopotamia
Taylor, Leon J	Trumbull	Mesopotamia
Taylor, Marie	Trumbull	N. Bristol
Theiss, Lily May	Summit	Akron
Thompson, Pearl	Stark	Canton
Thomas, Alma Mae	Summit	Cuyahoga Falls
Thomas, Orilla B	Huron	Collins
Thomas, Eva Edith	Tuscarawas	Canal Dover
Thomas, Mary Leah	Stark	Canton
Thomas, Sara	Delaware	Radnor
Thomas, Virgie B	Ashtabula	Dorset
Thompson, Hiram Clifford Stuart	Geauga	Parkman
Thompson, Ethel F	Stark	Canton
Thompson, Florence M	Tuscarawas	Uhrichsville
Thompson, Frances Antoinette	Geauga	Parkman
Thompson, Mabel	Ashtabula	Williamsfield
Tibbals, Ethel L	Delaware	Delaware
Tidd, Alice G	Ashtabula	Williamsfield
Tidd, Thressa	Ashtabula	Williamsfield
Tillston, Elsie M	Geauga	Thompson
Toban, Nellie O	Columbiana	Salineville
Tolson, Mamie Doris	Columbiana	Salineville
Tomer, Marjorie	Tuscarawas	Bolivar
Towns, Irene	Portage	Ravenna
Trauger, Verda Mildred	Huron	Plymouth
Treaster, Orpha	Mahoning	Youngstown
Tribby, Marshall	Lake	Perry
Truby, Jennie B	Summit	Cuyahoga Falls
Truman, Verna	Wood	Le Moyne
Trumbull, Ida Pearl	Trumbull	Cortland
Trushel, Pearl	Carroll	Dellroy

Tschudy, Mary	Stark	Canton
Tucker, Esther L.	Geauga	Middlefield
Tullis, Ruth E.	Stark	Alliance
Turner, Pearl A	Trumbull	Tyrrell
Turpen, John Harold	Hardin	Dola
Tuttle, Helen Hawley	Geauga	Huntsburg
Underwood, Alice	Trumbull	Youngstown
Usher, Pearl	Cuyahoga	Cleveland
Vail, Grace M.	Mahoning	Youngstown
Vallance, Janet	Mahoning	Youngstown
Vandersall, Clara E.	Summit	Kenmore
Vandersall, Ray Leonard	Summit	Barberton
Van Deusen, Ella		N. Y.
Van Natta, Eva	Crawford	Lemert
Van Wagnen, Lura	Lorain	Amherst
Visser, Jennie Wilhelmina	Geauga	Huntsburg
Vogenitz, May H.	Tuscarawas	New Comerstown
Voris, Marion	Summit	Akron
Vornholt, Esther	Auglaize	New Bremen
Wade, Russell S.	Hardin	Dunkirk
Waggoner, Velma	Wood	Walbridge
Wagner, Anna Luella	Stark	Navarre
Wagner, Bess	Tuscarawas	Dennison
Waid, Helen M.	Ashtabula	E. Orwell
Walden, Sara Ruth	Sandusky	Clyde
Waldorf, Florence	Trumbull	W. Farmington
Walker, Mary Brightmore	Portage	Kent
Walker, Greta M.	Cuyahoga	Solon
Walter, Gladys Varian	Summit	Akron
Walter, Grace	Tuscarawas	Sugar Creek
Walter, Ruth Mary	Sandusky	Bellevue
Ward, Earl	Monroe	Clarington
Waidle, Anna Belle	Mahoning	Youngstown
Warner, Homer H.	Medina	Valley City
Warner, Jessie Austine Luse	Lake	Willoughby
Warner, Lilian E.	Medina	Valley City
Warner, Mattie A.	Geauga	Thompson
Warren, Mabel	Lake	Painesville
Waterfield, Mary Anita	Medina	Doylestown
Waters, Amy S.	Portage	Garrettsville
Waters, Blanche D.	Ashtabula	Pierpont
Watson, Lena	Morrow	Mt. Gilead
Watt, Besse E	Jefferson	Amsterdam
Watters, Jennie	Tuscarawas	Uhrichsville
Watts, Helen M.	Medina	Wadsworth
Weaver, Charlotte Ethel	Portage	Kent

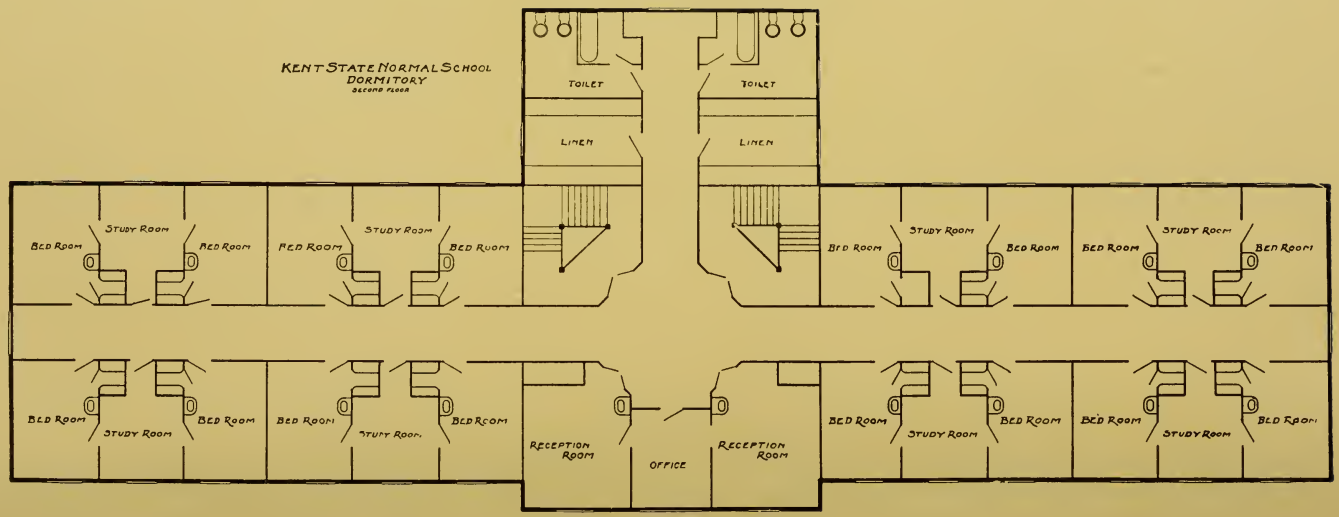
Weaver, Cora M	Stark	Canton
Webb, Olive Vern	Trumbull	Niles
Webber, Alice	Summit	Everett
Weber, Olive Janette	Licking	Hebron
Webster, Daisy Ethel	Knox	Gambier
Webster, Elsie	Summit	Akron
Weckel, Clara Louise	Stark	Canton
Weichel, Hazel Estelle	Lorain	Lorain
Weidler, Elva Alice	Stark	Canton
Weikart, M. Marie	Columbiana	Washingtonville
Wells, Carrie Margarette	Jefferson	Amsterdam
Wells, Hazel Belle	Portage	Ravenna
Wells, Mary	Cuyahoga	Cleveland
Welshimer, Louvisa	Logan	W. Mansfield
Welton, Evelyn	Stark	Canton
Wenger, Esther Marguerette	Summit	E. Clinton
Werntz, Myrtle May	Summit	Barberton
Werstler, Marion M	Stark	New Berlin
Werstler, Vesta Olivia	Stark	Navarre
Wheaton, Osra	Belmont	Barnesville
Wheeler, Emily A	Stark	Canton
Wherry, Gertrude	Richland	Mansfield
Whinnery, Alta Effie	Columbiana	Salem
White, Alice Anna	Cuyahoga	Cleveland
White, Blanche Esther	Stark	Hartville
White, Hazel L	Belmont	Flushing
White, J. L	Portage	Diamond
Whittaker, Bina	Ashtabula	Ashtabula
Whorl, Ruth	Richland	Mansfield
Whyte, William	Portage	Kent
Wilcox, Helen	Mahoning	Youngstown
Wilhelm, Raymond	Defiance	Bryan
Wilhelmsen, Laura A	Ottawa	Oak Harbor
Will, Clara C	Lucas	Toledo
Willford, Florence May	Crawford	New Washington
Williams, Audrey	Geauga	Chardon
Williams, Beatrice Martha	Jefferson	Tiltonsville
Williams, Fred S	Ashtabula	Kingsville
Williams, Golda Marie	Delaware	Sunbury
Williams, Letitia E	Cuyahoga	Brecksville
Williams, Lulu	Coshocton	Walhonding
Williams, Mabelle Rebecca	Lorain	Wellington
Williams, Mae	Lucas	Holland
Williams, Mildred Gladys	Trumbull	Girard
Williamson, Callie	Mahoning	Youngstown
Wilson, Eva E	Jefferson	Tiltonsville
Wilson, Florence Mary	Lorain	Oberlin

Wilson, Margaret Lillian	Jefferson	Steubenville
Wingett, Mary Hope	Ashtabula	Jefferson
Wise, Ethel Bessie	Portage	Windham
Wise, Ethel E	Portage	Mogadore
Wise, Emmitt Randolph	Portage	Rootstown
Wise, Maud	Portage	Mogadore
Wisegarver, Grace	Lorain	Lorain
Wisegarver, Lou A	Lorain	Lorain
Wiseman, Milton	Seneca	Bettsville
Wiseman, Z. Burton	Summit	Akron
Wolcott, Helen Marie	Trumbull	W. Farmington
Wolfe, Leona,	Lorain	Spencer
Wood, Mabel Blanche	Huron	New London
Woodbridge, Blythe	Summit	Akron
Woodworth, Edna Leolin	Cuyahoga	Euclid
Workinger, Helen Lucile	Stark	New Berlin
Worline, Ethel A	Delaware	Delaware
Wright, Geneva	Summit	Tallmadge
Wright, Hazel C	Lake	Painesville
Wright, Lorena	Ashtabula	Conneaut
Wright, Lula	Ashtabula	E. Orwell
Wuchter, E. Ivry	Medina	Wadsworth
Wyant, Mabella Marguerite	Lorain	Wellington
Yarnell, Florence Lucile	Richland	Shelby
Young, Iva A	Portage	Deerfield
Youtz, Madge	Stark	Canton
Zacharias, Lorena H	Medina	Valley City
Zartman, Lulu Kathryn	Stark	Louisville
Zimmerman, Elsie C	Columbiana	Leetonia
Zingery, James Alva	Tuscarawas	Sugarcreek
Zirbes, Laura	Cuyahoga	Cleveland
Zwilling, Minnie E	Cuyahoga	Cleveland

ENROLLMENT BY COUNTIES, SUMMER SCHOOL, 1914

Ashland	24
Ashtabula	94
Auglaize	5
Belmont	28
Brook	1
Carroll	13
Columbiana	55
Coshocton	22
Crawford	16
Cuyahoga	80
Defiance	6
Delaware	13
Erie	29
Fairfield	1
Fulton	1
Geauga	58
Green	1
Guernsey	4
Hancock	1
Hardin	12
Harrison	16
Highland	1
Holmes	23
Huron	25
Jefferson	28
Knox	13
Lake	21
Licking	6
Logan	12
Lorain	64
Lucas	17
Mahoning	54
Marion	16
Medina	29
Mercer	4
Monroe	1
Morrow	10
Noble	1
Ottawa	8
Paulding	1

Pike	3
Portage	101
Putnam	2
Richland	37
Ross	2
Sandusky	8
Seneca	1
Stark	120
Summit	93
Trumbull	105
Tuscarawas	51
Union	7
Van Wert	1
Washington	7
Wayne	8
Williams	1
Wood	14
Wyandot	1
Illinois	1
Indiana	1
New York	1
Porto Rico	1
Total	1380


KENT STATE NORMAL SCHOOL
DORMITORY
SECOND FLOOR
TOILET
TOILET
LINEN
LINEN
BED ROOM
STUDY ROOM
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STUDY ROOM
BED ROOM
RECEPTION ROOM
OFFICE
RECEPTION ROOM
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STUDY ROOM
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STUDY ROOM
BED ROOM

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